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PROCEEDINGS OF THE CONFERENCE ON EDUCATION AT THE UNDERGRADUATE LEVEL FOR THE HELPING SERVICES (MANCHESTER, NEW HAMPSHIRE, MAY 3-5, 1967).

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The conference participants agreed on the great need for workers in the helping services. The manpower shortage continues to grow because of diverse pressures for new patterns in health, education, and welfare. The conference emphasized the role of liberal arts colleges in the education, at the undergraduate level, of helping service personnel. Curriculum reorganization and specific programs were discussed. A number of presentations considered the problems of change in philosophy and curriculum at the undergraduate level. Recommendations of the conference focus on greater cooperation and communication among helping service agencies, government agencies, and the universities. (NS)

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PROCEEDINGS
# of the
CONFERENCE
ON
EDUCATION AT THE UNDERGRADUATE LEVEL
for
THE HELPING SERVICES

Held at Manchester, New Hampshire
May 3-5, 1967

This conference was supported by Vocational Rehabilitation Administration Grant No. 622-T-67.

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INTRODUCTION

This booklet provides a complete account of the formal presentations given at a conference on the subject of "Education at the Undergraduate Level for the Helping Services," held at the Sheraton-Carpenter Hotel in Manchester, New Hampshire, on May 3-5, 1967.

The Planning Committee for the conference stipulated that its aims be:

> to stimulate undergraduate departments in institutions of higher learning to manifest a greater interest in relating their curricula to the needs of the helping services in order to increase the supply of manpower available to staff the many new expanding programs designed to serve the disabled and the disadvantaged, and to provide a sound foundational base for graduate study for the helping professions.

The conference brought together approximately 100 persons from institutions of higher learning in the New England region, the federal government, relevant state governmental agencies, and the private sector to further the above aims. While this booklet of the proceedings of the conference is clearly not a cure-all for the manpower and training problems of the helping services, it does provide a variety of ideas and approaches for dealing with these problems.

The New England Board of Higher Education is very grateful to the Vocational Rehabilitation Administration for providing the funding for the conference; to Robert Batten, William Bird, George Elias, Reuben Margolin, Albert Morris, A. J. Pappanikou, and John Romanshyn for serving on its Planning Committee; to Ryrie Koch and Prudence Irving for acting as Consultants; and to Adelaide Hill for all her work as Project Director.

I hope that the time you spend with this booklet will be a profitable experience for you.

Richard Nelson-Jones
Acting Director
New England Board of Higher Education

I. MANPOWER NEEDS IN THE HELPING SERVICES

The Federal Government and the Helping Services

Mary E. Switzer
Commissioner of Vocational Rehabilitation
Department of Health, Education, and Welfare
Washington, D.C.

It is a great pleasure for me to be here today to join you in this exciting exploration of undergraduate education for the helping services.

All of us are deeply indebted to the New England Board of Higher Education and other forward-looking leaders here today for recognizing the need for this Manpower Conference on the Human Services.

As I look around and see some familiar faces, I realize that many of the things that the Vocational Rehabilitation Administration has worked for over the years are germane to your reasons for being here.

As many of you are aware, the Vocational Rehabilitation Administration has been intensely interested in the development of meaningful programs for those in the helping services. This concern is as deeply rooted in our concept of service, in our philosophy of how to go about meeting the needs of disabled people, as it is in the philosophy of workers in the many disciplines that fall under the vocational rehabilitation umbrella.

After many years of grappling with health, welfare and rehabilitation problems, I am fully, almost painfully, aware of the difficulties involved in providing the best service to the greatest numbers. I have lived through the era of fractionation of service to the client or patient. I can recall the first "time and motion" studies undertaken to try to divide the work of the nurse into what a truly skilled, well-trained nurse was needed for, and what tasks could be performed by the so-called practical nurse, the aide, and the volunteer.

The highly technical aspects of modern rehabilitation have required a whole new group of workers whose training and responsibilities vary widely. Sometimes the level of proficiency required is controlled by the actual scientific requirements of the task to be performed--sometimes by the need for professional status for a new group joining the rehabilitation team. The more highly developed a specialty becomes, the more inexorable the drive to break down the job into levels of skill required --for the increasing time necessary to round out human services training today makes it absolutely certain that some short cuts must be found or the very extension of professional training to more and more groups will have the effect of forcing less well-trained workers into the job.

As educators, you can be a vital guiding force in the attempts to meet this problem. We practitioners see a way in the undergraduate schools to prepare young people to meet this manpower shortage. We are not interested in training at the undergraduate level in rehabilitation counseling, social work, health education, corrections, etc. We are interested in developing in colleges and universities a pre-professional training to bring about a proper understanding of mankind, an increased compassion for man, a better understanding of the deep complexities of life, the ability to initiate creative responses to society's old problems, a reality orientation, and a desire to give to and sustain mankind.

In the report of the Study of the Future Role and Program of the National Social Welfare Assembly, conducted by the Greenleigh Associates, Inc., the statement is made that "The concept of a 'Field of Social Welfare' in the traditional or institutional sense, is becoming less clearly distinguishable, as a wide variety of program strategies aimed at the improvement of man and his social environment are being developed and implemented. There is every indication that the primary efforts to conserve and develop human resources will involve many fields and disciplines, with the social welfare field being only one of many engaged in the solution of social problems." That statement seems to have much relevance for any planning of an undergraduate sequence in the "human services." A sequential program in the human services would have these long range objectives, among others:

1. To stimulate students to pursue careers in rehabilitation or other human services.

2. To increase the supply of manpower available to staff the many new, expanding and increasing number of programs serving the disabled and disadvantaged, e.g., the State vocational rehabilitation agencies.

3. To provide a sound educational base for graduate study in all of the helping professions.

It is our feeling that the program course content in a college should include:

a. Insight into human behavior of the individual and the group.

b. Exploration of the socio-cultural, political and economic environment.

c. Fostering understanding of human experience from an historical and philosophical perspective.

d. Development of knowledge and abilities in the use of problem solving methods.

e. Development of skills in writing and speaking.

f. Field experience in a wide variety of settings offering services to persons in need, including State vocational rehabilitation agencies, rehabilitation centers, sheltered workshops, public health and public welfare departments, correctional institutions, the juvenile courts, and children's agencies.

As we constantly search for new methods and for new technological breakthroughs that will expand our knowledge further, we must proceed to find the most effective ways of translating our "know how" into practical results for the disabled person. I do not forget the patience and skill that all of this requires. What I do emphasize, however, is that, difficult as the work is, we can meet national needs if we commit ourselves fully and unremittingly to the task.

Health and related services in this country have become one of our major "industries," and this massive phase of our national life is going to grow each year for many years. It already is one of the principal fields of employment--in the professions, in technical work, and in the unskilled fields. Its shortages offer one of the most favorable labor outlets for the thousands of the unemployed in our cities, if we could but mobilize the training needed for them.

The rate of growth has been remarkable. In 1940, less than $4 billion, or four percent of our Gross National Product, was spent for health and related care. Twenty-five years later, in 1965, the nation spent more than $40 billion, representing six percent of the GNP--and the figure is still going up.

The reason is simple and understandable: the American people want more and better rehabilitation and social services, and they are finding ways to pay for it. Their representatives in Congress and State legislatures are determined to expand and elevate service coverage for the people through both private and governmental programs.

In 1954 Congress made important changes in the Vocational Rehabilitation Act--bringing new programs into being and launching a 10-year period of marked growth in services to the disabled of this country. It was a decisive year for us in rehabilitation. Among other things, we knew that we must generate a broadly-conceived national training effort to secure thousands of young people for careers in rehabilitation--for without them, our plans for expanded services to the disabled would never be realized. We urged, and the President and the Congress agreed, that a special program of grants for training in rehabilitation be started.

We began in 1955 with $900,000 and a handful of students in training. This year we have nearly $30 million for the training program, with more than 5,000 young people pursuing graduate degrees or similar work, and another 7,000 taking short-term specialized courses. More than 400 colleges and universities are participating in the long-term training program, involving schools of medicine, rehabilitation, education, social welfare, psychology and other schools.

I mention this to emphasize one point: You can create modern training programs, you can expand the numbers of qualified young people ready to fill the openings in the developing health services--if you set yourselves a clear goal and then pursue it with unlimited determination.

Ask yourselves what you expect to achieve in the next ten years--and then do it.

Do not set a goal in terms of what you think you can do. Set a goal that reflects your share of the nation's problem--and then meet it.

If you need some reassuring, join me in looking back over the last ten years or so. In 1955, a grand total of five students received their Master's Degree in rehabilitation counselling in this country. This year the total will be about 800. During this period, nearly 3,300 rehabilitation counselors have completed their training.

In physical therapy, occupational therapy, social work and a long list of other professions in rehabilitation, the story of growth is much the same. In Speech Pathology and Audiology, for example, we had 23 trainees when we began in 1958. Last year there were 684.

All of this effort in rehabilitation training and education, as well as our programs in research, construction and other phases, comes down to one basic question: are we improving and expanding the services that reach the disabled person? Only when we can answer this question with an unqualified "yes" are we achieving the real objective.

In the vocational rehabilitation program, we know quite specifically that the volume of services is increasing and we have much evidence that the quality and methods are improving. Last year, 154,000 disabled youths, men and women completed their rehabilitation programs and entered into various types of work. We believe that the majority of them were much better prepared for living and working than in the earlier days of this program.

This, I believe, is the same question that must be asked as we set about to expand and improve the nation's effort in the critically important field of the health related services: are we preparing to better meet the rehabilitation needs of larger numbers of people in their communities?

Certainly no discussion of manpower, particularly one concerned with the specialized area of rehabilitation services, can be carried on except in the context of the community's needs and commitments. This involves, in the first place, a continuing analysis of what services are needed, what groups in our population have problems that go unattended, and what kinds of training and professional guidance are lacking.

When we look at what the experts tell us are the nation's needs today, we could become discouraged. For example:

---we are short 50,000 doctors;
---the proportion of dentists to the population is declining;
---even with 600,000 nurses, the shortage in every community is apparent.

We need:

"---over 9,000 additional medical technologists.

---over 4,000 additional physical therapists.
---over 4,000 additional dieticians.
---over 42,000 licensed practical nurses.
---over 48,000 hospital aides and orderlies."[1]

In rehabilitation we need:

---1,500 rehabilitation medicine specialists;
---13,500 physical therapists;
---6,000 occupational therapists, and so on.

But our job is not to brood over what we do not have, but to organize to improve the situation. And in so doing, we must be aware of the pools of man and woman power from which we can expect to draw our candidates. Are the undergraduates in your colleges one of our most important pools?

It is clear that the various helping professions must determine what they are actually willing to do to achieve our ends. Philosophically, the sky's the limit.

Pragmatically, as professionals, we will have to re-evaluate many well-established traditions and perhaps give up a few sacred cows. We need an open-ended search for more effective techniques, more effective equipment and more effective personnel. The long standing patterns of in-group professional status--for example, in the medical field--must dissolve into mutual respect and co-operation.

In the very broadest sense, therefore, the challenge before this Conference during the next two days is to formulate some creative and intelligent ideas of what is required of the helping or human services to provide the necessary services, and with what imagination and verve educators will participate in this formulation. It is by no means an easy assignment.

So often, what the person in the human services knows is far less important than how he practices. Today this is increasingly important, simply because the advances in medicine and related fields are making the physician, in his practice, more and more dependent upon the daily work of his associates in allied fields. How well they care for the patient depends largely on how well they practice together. The best-trained people in the world can and sometimes do provide the worst care when they are so individually preoccupied with technical knowledge that they never take time to measure the success or failure of their collective efforts.

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[1] Cohen, Wilbur. "Womanpower in the 1970's" speech presented to the Brookings Institution Manpower Seminar, Washington, D.C. April 13, 1967.

We are especially aware of this in rehabilitation, for without a pervading belief in the total person, there is no such thing as a rehabilitation team.

I have such a deep sense of involvement in what you are discussing at this Conference. From your concept of training in the human services, there will come more than the sharing of professional and technical knowledge. This approach to education will build into the mind of the young person an understanding and appreciation for those who will work beside him. It will prepare him or her for functioning as a team member, so that a "norm" of daily interaction between them will be established and made a part of daily practice. And finally, it will offer the rehabilitation practice of this country a new and better kind of manpower, basically conditioned to working with others and committed to a unique new combination of quality and efficiency.

Millions of our young people want to enter the service professions because they are strongly motivated by a sense of social conscience. But they also want to be convinced that what they commit themselves to is in fact a part of the wave of the future--a discarding of old ways and the forging ahead with new and better ways of meeting human needs. Young people are committed to service today as they have not been for many decades. The Peace Corps, Vista, the Teacher Corps, the hundreds of individual community groups all over the country, try to put right the wrongs of our generation in civil rights, education, and many other areas.

It is your task and mine to prepare them to accept new ways not only to solve old problems, but also to tackle the new ones without fear, and to achieve a sense of purpose and fulfillment. This we must do.

I am sure my Federal colleagues on this program will join me in saying that we will give you every bit of help we can from Washington. The President is thoroughly imbued with the importance of building the nation's helping services manpower. The Congress has been interested, aggressive and supportive for the training of more preprofessional people in our work.

In 1965, many major amendments were made to our rehabilitation law, including one that emphasized and underlined our responsibilities for training in the several helping services directly related to rehabilitation. Along with this we have had the consistent support of appropriations to proceed with the training of more young people. These resources represent a part of our commitment to move ahead in meeting our share of the national need.

I, for one, look forward to this period when we will have a chance to demonstrate all over again that this nation is young, vital, and full of confidence. We Americans have a way of getting things done, and we will share many proud moments in the next decade in solving our manpower problems in the helping services.

The Bureau of Family Services and the Helping Services

Cordelia Cox
Staff Development Specialist
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Department of Health, Education and Welfare
Washington, D.C.

The Bureau of Family Services of the Welfare Administration carries Federal responsibility for administering the public assistance programs established by the Social Security Act--aid to the aged, the blind, the disabled; aid to families with dependent children; and medical assistance. In this capacity the Bureau makes Federal grants-in-aid to the States, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands to share in the costs of their programs.

Through more than 3,000 local and district offices, assistance payments are made and social services provided. In addition to these offices, which cover all jurisdictions of the United States, State and Federal offices are maintained to carry forward the program responsibilities assigned to them.

Social work is the primary professional discipline used in the public assistance programs for fulfilling their responsibilities. Social workers are employed to assist people in establishing their eligibility for financial aid and to make social services available to them.

Census figures show that 105,000 social workers were employed in the social welfare field in 1960. Approximately 31,500, or about 30 percent of the total, were employed in public assistance programs. By June 1964 the number had increased to 46,083, a rise indicating the rapidly growing demand for public social work personnel.[1] Two more 1964 figures are of special significance. Of the 46,083 social workers, an estimated 23.4 percent had done some graduate professional study in social work. Most of the others held bachelor's degrees, but had not engaged in graduate professional study. Projections for 1970 indicate that about 95,000 social workers will be needed at State and local levels in the public assistance programs, excluding medical assistance. It is estimated that one-third of the 95,000 should have professional social work degrees and that two-thirds will function in positions not requiring a master's degree.

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[1] Office of the Under Secretary, U.S. Department of Health, Education, and Welfare, Closing the Gap in Social Work Manpower, Washington, November 1965.

From June 1964 to June 1965 the number of social workers in public assistance agencies increased only about 4,100--from 46,083 to 50,185. If, by 1970, about 95,000 social workers will be required for the public assistance programs alone, it is clear that, in the interest of public social services to people who are in need, large numbers of potential staff must be educated and recruited. What we are considering here is how the gap can be filled between the estimated requirements for well-educated manpower in 1970 and the staff estimated to be available then if recent rates of growth continue.

In relation to the 1964 figures, we will need an additional 48,917 social workers by 1970. But 48,917 workers of any and all sorts is not enough. These workers should be persons with concern for people. They should have understanding of individual and social needs, knowledge of social welfare programs and policies, a value system that includes respect for the individual and concern for the common good, a philosophy of helping and an understanding of ways of helping, and a readiness to contribute to the realization of the intent and the ideals of the Social Security Act.

The Bureau of Family Services believes that a liberal education is desirable for young people who are interested in employment in the social services. They need the information, the understanding, the consideration of values, the ability to reason, and the ability to communicate that are the attributes of a liberal education. To be more specific, they need English, literature, philosophy, logic, behavioral and social sciences (with special attention to one) and a sequence of social welfare courses. Much, but not all, of the education desirable for social welfare is already being offered within liberal education; the task is to make selective use of what is available. In the social sciences, for example, the task of the social welfare advisor is to know and to recommend those courses in sociology, psychology, economics, and political science that are most appropriate for the social welfare student.

In addition to the traditional elements of liberal education, content that helps students look at human need and at social welfare programs in the light of concepts from the humanities and the social and behavioral sciences is important. The Bureau subscribes to the guidelines published by the Council on Social Work Education in 1962, which suggest that content in the areas of social welfare as a social institution and social work as a helping profession in social welfare should be made available.[2] The Bureau also believes that field experience can extend and enrich classroom education in social welfare.

A number of colleges and universities now offer sequences and majors in social welfare along the lines suggested by the Council on Social Work Education. The Council has published teaching materials that have been developed in these content areas, new textbooks are being written, and many conferences such as this one are being held on social welfare education. Summer institutes for faculty members are being offered, model programs are being developed, and research into the objectives, content and impact of social welfare education is being initiated. As of 1965, sequences and majors in social welfare were being offered by 232 colleges and universities and one or more non-sequential courses by 297 educational institutions.

The Bureau of Family Services hopes that colleges and universities will offer social welfare education within liberal education. It does not ask, or want, educational institutions to teach students to perform specific public assistance functions. If the students are educated to know and have concern for the human condition, to know and be able to think about social welfare programs and policies, and to know about and have some experience through inservice training and supervision when they enter employment. From the viewpoint of the Bureau of Family Services, thousands of students must be educated and recruited for social welfare practice. The Bureau sees social welfare education as a valuable liberal education for any student and as very important for those who will later work in public assistance. It therefore seeks to do everything possible within its function to promote undergraduate social welfare education. Among the things the Bureau has done or is currently doing are the following:

1. It has contracted for the development of teaching materials that have been published by the Council on Social Work Education. Among them are Social Welfare as a Social Institution:

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[2] Council on Social Work Education, Social Welfare Content in Undergraduate Education, New York, 1962.

Illustrative Syllabi[3] and *Social Work as a Helping Profession in Social Welfare: A Syllabus*.[4] A handbook on field experience and a revised edition of the guiding statement, *Social Welfare Content in Undergraduate Education*, are scheduled for early release.

2. It encourages States to offer field experience to undergraduate social welfare students and has published a guide, *Field Instruction for Graduate Schools of Social Work: Field Experience of Undergraduate Students and Summer Employment of Undergraduate Students*.[5]

3. It has developed a plan whereby States can receive substantial reimbursement for summer employment of students. During the summer of 1966, approximately 2,000 students were employed in 36 States.

4. It has developed a summer employment plan for social work and social welfare faculty members to enable them to become better acquainted with and to contribute their skills to public welfare programs. In the summer of 1966, a total of 121 faculty members were employed in 27 States.

5. It has encouraged research into the kinds and extent of social welfare education. A survey on this subject, financed by the Bureau's parent organization, the Welfare Administration, is scheduled for early release.

6. It has assisted in many conferences on undergraduate education such as this one, and has encouraged the States to do the same.

7. It has approved a policy whereby States may receive Federal financial participation in their

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[3] Council on Social Work Education, *Social Welfare as a Social Institution: Illustrative Syllabi*, New York, 1963.

[4] Tebor, Irving B., and Patrician B. Pickford, *Social Work as a Helping Profession in Social Welfare: A Syllabus*, *Council on Social Work Education, New York, 1966*.

[5] U.S. Department of Health, Education and Welfare, Welfare Administration, *Guides for Field Instruction for Graduate Schools of Social Work: Field Experience of Undergraduate Students and Summer Employment of Undergraduate Students*, 1963.

expenditures for grants to approved social welfare programs in colleges and universities, and it has developed guidelines for the use of States in granting such funds. Six or more States, including Vermont, are already making use of this opportunity, and others are moving toward doing so.

8. It has published a policy statement on the utilization of social welfare staff that delineates career lines for social workers with baccalaureate degrees and social workers with graduate professional degrees.[6]

9. It is offering staff services to States in the promotion of undergraduate social welfare sequences and majors within interested colleges and universities.

10. It has a policy whereby States may receive Federal financial participation in their stipend and educational leave programs for the professional education of social workers and others in key positions.

In summary, the manpower gaps in public assistance programs are serious. Staff are needed who understand something of the nature of man and society, something of the programs through which society seeks to sustain its people, and something of the ways for helping people. Given such understanding based on conceptual knowledge from the humanities and social and behavioral sciences, staff can be expected to grow in skill, thoughtfulness, and creative planning in the service of people.

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[6] U.S. Department of Health, Education, and Welfare, Welfare Administration, Utilization of Social Work Staff with Different Levels of Education for Family Services in Public Welfare . . . , 1965.

The Children's Bureau and the Helping Services

Louise M. Noble
Regional Child Welfare Representative
Children's Bureau
Department of Health, Education, and Welfare
Boston, Massachusetts

Since it was established in 1912, the Children's Bureau has had a mandate to find the facts that would lead to better health and welfare for families and children, and to report these facts to the nation so they can be of maximum use to parents and to professional groups, both public and voluntary, and to carry forward health and welfare programs. Title V of the Social Security Act benefits children through its Maternal and Child Health, Crippled Children, and Child Welfare Services Programs. The Children's Bureau publication list provides information on Children's Bureau publications for parents and many professions who serve children.

The major purpose of this presentation is to consider (1) the need for students trained at the undergraduate level for the helping services, and (2) possible ways in which the Children's Bureau can assist these institutions in developing courses or programs directed toward this end.

Adequately trained health workers in all disciplines are in short supply, and, as programs for mothers and children expand, they become increasingly more scarce.

There are opening horizons for careers in working with children, youth and their families, not only in working with problems but also an increased focus on helping them to realize their full potential.

Currently there are openings for immediate entry in public child welfare programs for the college graduate interested in work with children, youth and their families. This includes not only public child welfare services but also probation; institutions for dependent, neglected and delinquent children; day care programs; other community programs; and juvenile police services.

The 1962 Amendments to Title 5, Part 3 of the Social Security Act state that to the extent feasible public child welfare services are to be provided by trained child welfare personnel. In no other place in the Social Security Act is this provision found. This means that child welfare service has been recognized by the administration and by Congress as a professional service. It is estimated that at least 21,000 additional child welfare workers will be needed by 1970 to staff programs serving the social needs of children.

This does not mean that all aspects of the job must be carried by professionally trained workers with master's degrees in social work. There is marked interest in examining new ways of utilizing staff with different education and training in both child welfare and health services. There is a recognized need to delineate those tasks in the whole spectrum of services that can be performed by workers with bachelor degrees; those with a bachelor degree with agency training; those which require professional training; and those tasks which can be carried by persons with less than a bachelor's degree. It is recognized that there is a need for further research and demonstration to determine how there can be the most effective utilization of staff. A Children's Bureau grant was made to the National Association of Social Workers for an institute on research approaches to manpower problems in social welfare services to children and their families. You might be interested in the National Association of Social Workers' publication on this subject--Manpower in Social Welfare: Research Perspectives.

Several research and demonstration projects have been funded to determine the responsibilities that can be performed by college graduates under professional supervision. One was carried out by the University of Illinois in cooperation with ten State agencies in relation to the licensing of foster family homes and day care homes. Another was on training and use of personnel aides to professional personnel in caring for retarded children.

Although not pertinent to today's discussion, there is also an increased interest in two-year community college generic courses that might be of value for child care workers, homemakers, day care staff, foster parents, and other essential personnel caring for children.

We have made a beginning; however, there is much which needs to be done in experimental and research projects in relation to differential use of staff and how productive satisfying careers can be developed with opportunities for advancement with additional training.

Although the Children's Bureau training grant programs do not provide funds for undergraduate education, nine workshops for undergraduate faculty have received short-term child welfare training funds from the Children's Bureau, including two institutes which will be held this coming summer--one at the University of Washington, and the other at the University of Denver. The theme of these institutes has been "Social Work as a Social Institution."

There are opportunities in both child health and welfare for the professional training of staff.

Through special project grants, an increasing amount of training is supported which may pay for faculty positions as well as for fellowships. For example, in fiscal year 1965, the Bureau obligated funds for 243 fellowships, which represents an 80 percent increase over fiscal year 1963 in the number of persons who receive stipends in training programs. In addition, funds were provided for short-term training for approximately 167 physicians, nurses and technicians in premature care, epilepsy, maternal and child care and mental retardation nursing.

Under the 1965 Amendments to the Social Security Act, a new grants program was authorized to help provide special training to more professional personnel to enable them to work with crippled children, particularly mentally retarded children and those with multiple handicaps. Public or other nonprofit institutions of higher learning are eligible for these grants.

During 1966, $5,000,000 was granted to institutions of higher learning to provide traineeships in the field of child welfare at the master's and doctoral levels; to provide increased field training in child welfare services; to expand and strengthen educational resources; and to encourage curriculum experimentation and innovation in schools of social work.

In child welfare services, practically every State uses Federal Child Welfare Grant-in-Aid funds to provide educational leave so that workers can gain a full professional social work education.

Although the number of child welfare employees working in Public Welfare Departments more than doubled between 1950 and 1960, this increase was coupled with an even greater increase in the need for services, so that between 1950 and 1960 the proportion of employees with no graduate education in social work rose to 46.2%, as contrasted with 39.9% in 1950. The demand has continued to increase. To illustrate, in 1966, in one State public child welfare program in Region I, the number of children directly served was nearly double the figure of just five years ago. The number of new children referred to the agency exceeded 5,000, also double the figure for 1961. There are clear needs and deficits which can only be met if additional staff resources are made available. There are immediate opportunities for college graduates.

Clearly we need more staff with professional training. However, despite the substantial number of persons granted educational leave over the past five years and the traineeships at schools of social work, in 1965 only 27% of employees in public child welfare had full professional training.

There is clearly a challenge and opportunity for persons with undergraduate degrees in the helping services. There are also increased opportunities for those who wish to obtain graduate degrees; in fact, I should note here that there are opportunities to obtain traineeships immediately after graduation.

Strong bridges must be built between the helping professions. Collaboration and cooperation is essential with lawyers, educators, child development workers, and many types of workers in the helping services. A broad foundation of undergraduate work in the helping services can go hand in hand and be inextricably intertwined at the undergraduate and professional levels.

The Public Health Services and the Helping Services

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"Our examination of the nation's health problems make it clear that the most critical need is in the manpower field." So wrote President Johnson to Secretary Gardner in September 1966.

The dramatic increase in technical knowledge has resulted in people living longer and brought a change in the age characteristics of the population. Thus new health problems and concomitant social problems arise since the greatest increase in the population is at both ends of the life span, where more health services are needed. We are currently on the crest of a tidal wave of expectancy concerning both the distribution and quality of health care. In addition to the demands expected from a growing population, there is the belief that good health is the right of all and not just a privilege for the few. There is also a far greater ability to pay for health services because of the increase in spending power and of third party payers, both private insurance programs and government-sponsored programs such as Medicare and Medicaid.

In 1930 the average citizen saw a physician two to three times a year; in 1964 the average had risen to 4.5 times a year. In the meantime, annual admission to general hospitals rose from 56 per 1000 population to 145, and the hospital stay per person also increased. Yet, in spite of the increase in the use of health services, the scientific knowledge now available does not reach all those who could benefit from it, particularly the socially disadvantaged. Maldistribution of services and personnel as well as the woefully inadequate number of people adequately prepared to keep pace with rapidly advancing knowledge are responsible for the failure to achieve known potential levels of health care.

The need is great. In hospitals alone, a recent survey shows a current shortage of 270,000 professional and technical personnel for "optimum care." The most urgent shortages include nurses, nurses' aides, medical technologists, laboratory assistants, radiological technologists, dieticians, occupational and physical therapists, medical records personnel and social workers. One third of the health workers are employed in nursing homes and community agencies, public and private, concerned with public health and mental health. The shortage in the community setting is equally great. With the rising cost of inpatient care and increasing evidence that many health problems are more amenable to treatment in the community, there is increasing emphasis on treatment outside of the hospital walls, so that the need for health workers in the community can only be expected to become more acute.

Some of the most recent legislation that has added to the need for health professions manpower are the mental retardation facilities and community mental health legislation. These acts acknowledge that services to the community are dependent on adequate personnel, as well as on brick and mortar. The Social Security amendments, titles XVIII and IXX, are in fact more than a payment mechanism that will enable more people to avail themselves of existing facilities. In order to assure a quality of care, standards of participation have been established whereby participating agencies, hospitals, extended care facilities and independent laboratories must offer services given by or under the supervision of qualified professionals, services that heretofore were often only found in the largest and most sophisticated settings. An example is the extended care facility, to which exalted title every nursing home aspires. The condition of participation reads "services are provided to meet the medically related social needs of patients." The condition states that the needs must be met. The instructions specify that this need must be met by either a qualified social worker or by an appropriate person with "an effective arrangement with a public or private agency, which may include the local welfare department, to provide social service consultation." Similar conditions are made for physical therapy, pharmacy, nutrition, etc. Thus there are ever increasing demands made on the already overextended professional.

It is evident that the aspirations aroused by advances in treatment and ways of delivery services can never be fulfilled without personnel. We can estimate unfilled positions, losses due to retirement, etc., and then compare this number with the number of new and practicing workers and come up with a startling deficit in any one profession or occupational group within a profession.

Expansion of professional education, even large scale expansion, will not come close to meeting the present need for service. The future indicates that the demand for more services for more people will increase.

Some other solution must be found. Each of the professions must look to themselves to determine what can be done equally well by lesser trained individuals. Identification of role function of the professional worker is being undertaken, and much more must be done to identify the tasks which can be done by the non-professional. It is up to the working professional and his association to inform the educational institution of the functions for which the institution is best able to prepare the student. The professional must also determine the skills or functions that can be best learned by on-the-job training.

Dr. Eli Ginzberg, in speaking to the Public Health Association, said: "I think I can talk with some authority about the inevitability of a lag between the best practice and average teaching. Tension between the two is always present. But if outmoded staffing and antiquated procedures remain in effect, the spread between practice and the schools can increase to a point where the lag in the educational structure may widen from one generation to two." I believe that this can be interpreted as an admonition for educators and professionals to enter into an ongoing dialogue in order that educational preparation relates realistically to job opportunities. This meeting is hopefully a beginning of such a dialogue.

The delegation of functions is being performed by people with a variety of educational backgrounds. Much of it is creative and imaginative. But this, in itself, puts an enormous training burden on the delegating professional. It is hoped that all professional education programs are or will soon incorporate preparation for this function as an integral part of their program. Mental health programs have been possibly the most creative in utilizing untrained workers. In addition to the case aide utilized so widely through social services, they have successfully utilized group aides. A mental health center in the Midwest is duplicating an experience from the Far West in the utilization of a worker entitled the "Expeditor" who can roughly be described as a troubleshooter, or community development worker. He (or she) offers supporting services to all members of the professional mental health team. In addition to inservice education, postgraduate education is among fringe benefits offered.

The Public Health Service was supporting professional education as far back as 1946. The original focus was on professional preparation for public health and mental health careers. These supports were made to increase the professional workers in these two specialties. These acts have been amended and expanded over the years. The Health Professions' Educational Assistance Act of 1963 was extended in 1966; the Nurse Training Act of 1964 and the Allied Health Professions Personnel Training Act of 1966 provide money for construction of educational facilities, grants to improve curricula, student loans and, in some instances, grants for the preparation of teachers, and some provision for experimentation in method. The Allied Health Professions Act specifies "Grants may be used to improve educational programs which qualify students for the Baccalaureate Degree or its equivalent, or Master's Degree to the extent required to prepare graduates for basic professional certification, registration or licensure." The professional fields are then specified. Junior college programs again specify that programs prepare for employment, and specify the technical areas eligible for support. There are at present no funds available for support for preprofessional programs.

In summary, the need of workers in the health field is great and the continuing expansion of professional education is imperative. However, expansion alone cannot accomplish our national health goals. Change is inevitable. How to meet the change is the challenge of today. To prepare the worker of tomorrow to enter a world of changing occupational activities is the task of the educational institutions. To effect change within the occupational setting that will afford satisfaction to the worker, both personal and financial, is the task of the professions and the institutions employing professionals. Together, we can come a great deal closer to achieving our national goals than we are now doing.

The Vocational Rehabilitation Administration and the Helping Services

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You have already heard from representatives of several Federal agencies, all within the Department of Health, Education and Welfare, of their need to recruit able young people from the many undergraduate programs to staff existing programs and to go on to graduate study which will prepare them for responsible positions at the supervisory, administrative and policy making levels. Like them, the Vocational Rehabilitation Administration has a real need for manpower and I appreciate the opportunity to present our thinking on this. I will, therefore, focus on our need to make use of the students being trained in the undergraduate programs represented here and omit detailed information on the graduate programs we support for professional training. So that you may be aware of opportunities available for students, it is important for you to know that we support training projects in rehabilitation medicine, rehabilitation nursing, rehabilitation counseling, occupational therapy, physical therapy, prosthetics and orthotics, speech pathology and audiology, social work, recreation and other specialized fields involved in the rehabilitation of disabled persons.

The major concern of the Vocational Rehabilitation Administration is to make comprehensive rehabilitation services available to every person with a disability so that such persons may make use of their abilities and opportunities to lead satisfying and productive lives as contributing members of what will, hopefully, one day be a truly affluent society. Money is, of course, a factor in this concern but actually less so than the manpower needed to provide all of the services required by disabled persons and others affected by their disabilities--their families and their communities. In the main, the State vocational rehabilitation agencies, both general agencies and agencies for the blind, are the media through which the Vocational Rehabilitation Administration provides direct services to persons with disabilities. I will not attempt, in this brief presentation, to detail the 1965 amendments to the Vocational Rehabilitation Act. It is sufficient to point out that all Stage agencies face a formidable task in implementing the new legislation and are seeking ways to meet the challenge it presents, not the least of which is how to recruit and retain qualified personnel. I use the term "qualified" advisedly, because its meaning is determined by a description of the job to which it is related. But more on this later.

The professional base for most of the agencies whose representatives you have already heard is mainly social work. The professional base in State vocational rehabilitation agencies is rehabilitation counseling. The rehabilitation counselor is a professional worker who, though concerned with the total individual disabled by disease or accident, is specifically engaged with the individual's occupational adjustment in the community. Rehabilitation counselors are employed in State vocational rehabilitation agencies, rehabilitation centers, hospital rehabilitation programs, the public employment service, sheltered workshops and a variety of rehabilitation programs in public welfare or public health agencies. The professional rehabilitation counselor is one who has completed a two year program of graduate study in rehabilitation counseling. In fiscal year 1966, there were approximately 600 graduates in these programs; with expected increases in enrollment, the projected number of graduates in 1973 is 2,300. Contrast these figures with the projections for the number of counseling positions in State vocational rehabilitation agencies, from 6,500 in 1968 to 12,500 in 1972, and it is obvious that the graduate programs cannot meet the manpower needs in other rehabilitation settings. Yet those needs must be met. How? The answer, seems to me to be relatively simple: the employment of persons with baccalaureate degrees, preferably those with a broad background in liberal arts, an emphasis on social and behavioral sciences, and some field experience, observation or work, depending upon the resources of the educational institution, in a variety of settings offering services to people.

I have, naturally, highlighted the manpower needs of State vocational rehabilitation agencies in securing personnel to give direct services to clients of those agencies. However, I cannot emphasize too strongly our needs in all of the fields concerned with the rehabilitation of disabled persons including medicine, nursing, occupational therapy, physical therapy, speech pathology and audiology, prosthetics and orthotics, social work and recreation. Our program requires an emphasis in the multidisciplinary nature of the rehabilitation process, and manpower needs in all of the fields mentioned could be as well-documented as those for rehabilitation counseling. With this emphasis, we hope that students in the undergraduate programs may be exposed to many disciplines and methods of practice in helping people and thus have a basis on which to make a proper career choice. We also hope that some may be recruited to work in State vocational rehabilitation agencies, in rehabilitation centers, in hospitals, in correctional settings and other programs where VRA objectives are being pursued. However, in whatever program they may become employed, we hope they will have had sufficient content in their undergraduate program, either in class or field or both, to enable them to use the services of the vocational rehabilitation agencies for the benefit of the people they serve. These may seem like many "hopes," but what would a rehabilitation worker be without hope?

I spoke earlier of "qualified" personnel and now wish to elaborate on this idea. The social consciousness of the present generation of college students is without precedent in history and we need to capitalize on it. They seem to me to be action-oriented, impatient to do something about the human misery which persists in the midst of affluence, more impatient with what appears to them to be the apathy of their elders, and anxious to try out their ideas for improving the lot of their less fortunate fellow beings. Are we so insecure and professionalized, so status conscious, that we deny them opportunities to express their ideas and maybe show us up as hide-bound in tradition and rigid in our approaches? I would rather think in terms of basic rehabilitation philosophy and emphasize their many abilities rather than their few inabilities. How do we know they are unable to handle a particular situation unless we permit them to try? At the risk of being accused of heresy, I wonder if we should be spending so much time in defining the limits of the tasks to which they may be assigned rather than providing good in-service training and fully trained, professional supervisors under whose direction they can operate at the highest level within their individual capabilities? We expect every one employed in any of the helping services to be ever conscious of the worth of an individual and of his human dignity. Are we prepared to apply the same principles to them as employees or are we to think of them, even refer to them, as non-professionals, sub-professionals or untrained? My plea is that we do not downgrade their abilities and that we think of them as "qualified" for the position for which they are employed.

What are the possible ways in which government agencies can assist these institutions in developing courses or programs in undergraduate education for rehabilitation and other helping services? I wish I could tell you that we are in a position to consider applications for financial support, but budget realities make that impossible. There are presently no funds marked to finance training at the undergraduate level, although it is hoped that a limited amount may be made available to fund a few programs on an experimental basis. We need some experience before setting criteria for approvable applications. Our present guidelines are deliberately broad, but my experiences during this meeting indicate that, perhaps, they should be even broader. If, however, you plan, in the future, to submit an application to VRA, it should indicate a working relationship with the Regional Assistant Commissioner, Mr. Ryrie Koch, with the State vocational rehabilitation agencies and with other agencies whose services are based on a philosophy of rehabilitation. Such a relationship implies collaboration between the parties involved and we intend to encourage rehabilitation agencies to offer their facilities for field experience, to recruit actively from your students and to make available to you information on our program for inclusion in course content.

Most of you already have the basic courses for a sound undergraduate program in the helping services. This institute may stimulate modifications to meet the "changing times" such as increased emphasis on relating theory to practice, greater use of audio-visual aids, more challenging student assignments, use of new and non-traditional settings for practice or observation, and a willingness to risk innovations. Expansion of existing programs will, of course, require additional funds. In our current thinking, we would expect that the first applications might request support of a qualified faculty person, secretarial assistance, supplies, travel and consultative services. There are no plans to provide student support at this time. Some factors influencing this decision are: (1) budgetary limitations; (2) lack of knowledge about the future employment or graduate study plans of the students, many of whom have not yet made a definite career choice; and (3) financial assistance made available to undergraduate students through scholarships, low interest loans, work-study plans, educational opportunity grants, and guaranteed loans. I would suggest that you keep in close touch with Mr. Koch, the Regional Assistant Commissioner, who will know our program planning and be glad to offer encouragement and consultation as you develop programs which may warrant VRA support. You can be sure we appreciate your interest and enthusiasm in stimulating your students to seek careers in rehabilitation and other helping services and know you will follow through on the many excellent suggestions offered during this institute for the strengthening and expansion of these most needed and very worthwhile programs.

I will be looking forward to working with you in the future.

II. SHOULD HIGHER EDUCATION BE INTERESTED IN THE HELPING SERVICES?

Higher Education and the Challenge of Meeting Expanding Community Needs

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We are concerned in this Institute with the problem of how best "to provide a sound educational base for graduate study in the helping professions." The sponsors of the Institute speak of an "undergraduate sequence in the helping services" as an essential aid in laying a sound pre-professional foundation and they suggest that such a sequence should be "located in" or "draw upon" the departments of sociology, psychology, economics, anthropology, or political science.

I would vote for "drawing upon" these departments rather than locating a sequence in any one of them. I would also add to the list of departments mentioned, the natural sciences and the humanities. In other words, I believe that the entire undergraduate curriculum should be involved in the program we are considering. Sequences or concentrations which largely concern the social sciences are relatively easy to provide--but the ultimate goal, it seems to me, should be to include all departments to some extent and thus involve the entire faculty and student body in a dynamic type of social orientation. We can view the four undergraduate years as an opportunity to build an integrated program of study, practical experience, discussions, and exposure to societal problems using the development and conservation of human life as a central theme or common denominator. The need to know one's self and to relate effectively to others is paramount and the liberal arts program should contribute to these ends with a sharper focus and better integrated approach than is now apparent in most undergraduate schools. Every department has a contribution to make to a central college-wide concept or focus such as Man and Society; The Development of Man; or Human Development; or, as one of my colleagues has suggested, "Process and Pattern in Man and Society."

Within such a broad spectrum there are, of course, any number of different foci or areas of emphasis or concentration that would appeal to different students; but any concentration or major might well be related to a basic or central theme. The idea, of course, is to involve in different ways all students--those destined for business as well as those who express an interest in social work as a career; those planning to study law, as well as those who wish to teach; the chemistry and physics majors, as well as those who are looking forward to personnel work or counselling.

What is suggested here may not require complete reorganization of the liberal arts program as we see it operating today in the best colleges, though some substantial reorientation would certainly be indicated. It is encouraging to note that a very considerable amount of review and re-evaluation of liberal arts colleges is currently underway. For the most part, these reviews are self-critical and are aimed at finding a basis for more effective integration of not only departments and course content, but of classroom, campus, and community life. This in itself would seem to call for a central purpose, or theme, such as I have suggested, around which the total experience of undergraduate education may be better organized or related. In other words, not merely reorganization--but reorganization for what?

In the middle 40's the Harvard Report on general education discussed five basic approaches to curriculum reform:*

1. Distribution of courses.
2. Comprehensive or survey courses.
3. Functional courses.
4. The Great Books approach.
5. Individual guidance.

To these I would add a 6th, i.e., a relatively new plan, recently undertaken in several colleges, and financed by the Ford Foundation--a four year program of independent study for selected students. Allegheny, Colorado College, Florida Presbyterian, Pomona, and Colby, among others, are presently engaged in this program.

These various approaches represent a fascinating confluence of curriculum content and teaching methods--and indeed they cannot be successfully divorced. The first, and perhaps the most widely used of the above approaches is largely a limitation on completely free elective choice requiring the student to take work within each of the three major divisions, i.e., the Humanities, the Social Sciences, and the Physical Sciences, with some degree of balance.*

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*General Education in a Free Society; (1943-45) popularly known as the "Red Book."

The second approach, as the term implies, consists of courses that cross the lines of the three or four major curriculum divisions and provide a degree of over-view.

The third is designated to prepare students for "immediate problems of life," i.e., personal and community health problems, problems of social adjustment, marriage, the family, etc.

The fourth includes four years of prescribed study of 100 great books--a plan usually identified with St. Johns College--supplemented by orthodox courses in languages and science.

The fifth approach, individual guidance, is found in various forms in such colleges as Bennington, Sarah Lawrence, and Black Mountain, where the students explore and sample for two years and then devote the junior and senior years to a tutorial, class, and reading program planned around a central interest, selected by the student.

The Ford sponsored independent study program is in its early experimental stages and naturally differs to some extent in each of the colleges where it is underway. Basically, it consists of the selection of a group of freshmen (23 were origianlly selected at Colby), who have given some indication in preparatory school of initiative and self starting competence, and embarking them on a program of almost complete independent study insofar as formal classes and examination requirements are concerned. They are expected to work on a central problem and each is assigned to a faculty member who acts as a tutor, but is free to call on other faculty to assist. In order to complete a well rounded four year program these students must, of course, take some language and science courses including laboratory sessions. But specific courses in the formal sense are not required and no formal exams will be given until the end of the sophomore year.**

Obviously, this plan has in it some aspects of the Great Books and Individual Guidance plans as reviewed above--but it places a great deal more responsibility on the individual student than is generally true of other plans. Colby has also inaugurated a program (some five years ago) known as the "January Plan" wherein every student is given the opportunity during that month each year to pursue a topic, a problem, or an area of special concern to him. There are no classes during the month, and although each student is directly responsible to a faculty adviser, he is free to invest his time as he deems best in the interest of his project.

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*It is also possible (and quite common) to think of four rather than three divisions, i.e., humanities, and social, physical, and biological sciences.

**See Independent Study at Colby College; Program II.

Some January Programs are carried on off the campus in a wide variety of social, health, and educational agencies, both in governmental and in voluntary organizations. This type of experience under good supervision can be a prime method of career exploration and testing. This last January twenty-five or more students out of some one hundred and fifty known to me who had off campus placements confirmed their interest in one of the helping professions and are presently planning to enter graduate school.

"The Reforming of General Education," by Daniel Bell of Columbia College, Columbia University, includes a comprehensive review of the five major approaches I have listed, and I have borrowed heavily on that volume and its copious footnotes in describing them. In an extraordinarily able and tightly reasoned discourse on the changes made in Columbia's undergraduate curriculum over the last 25 years, Professor Bell, a sociologist, comes up with a comprehensive plan which he presents in full detail but which can be briefly described under the headings of major objectives and concrete proposals.

Professor Bell's objectives, as the jacket of the book proclaims, is to provide a new structure for general education "that will be flexible enough to respond to expanding knowledge and our changing society." He does not believe that a sharp distinction should be made between general education and "specialism." Rather, he attempts to show how "specialism" may be contained within the boundary of general education by setting it within the "methodological grounds of knowledge." The common link between the two, he says, is "conceptual inquiry."

"By emphasizing modes of conceptualization--i.e., *how* one knows, rather than *what* one knows," Professor Bell holds that the undergraduate program can have a new and exciting role to play between "the pressures of the secondary and graduate schools." His concrete proposals include establishing the freshman year as a time for acquiring "historical and humanistic knowledge"; the sophomore and junior years as a period of concentration "for training in a discipline"; and the last year for a new kind of general education which would "brake" specialization and "apply disciplined knowledge to broad intellectual and policy questions." The basic ideas inherent in this plan are well worth careful analysis for they suggest a means of revitalizing the liberal arts.

A group of professors at New York University, under Professor Mark Roelofs of the Department of Political Science, has recently organized a plan for selected undergraduates which they have designated as "The Metropolitan Leadership Program in the Liberal Arts." It is based on the assumption that the modern metropolitan community requires men and women with disciplined minds and with training in the art of problem solving. It is exclusively for students who plan to go on to graduate professional training but wish to use their undergraduate education "to develop the creative imagination required of successful leaders in today's complex urban communities."

This plan is important, among other reasons, in that it recognizes the need to give the liberal arts program a tangible mission and a more effective thrust. But, by definition it omits a large number of students, including science majors, and structures rather tightly those whom it does include.

Professor Roelofs, his colleagues in New York University, and Professor Bell at Columbia, found general education too general and have sought to give it a more specific orientation and purpose. The question is whether, in an admirable effort to become less general, both have become too specific. Granted that one cannot possibly pass judgment on such plans without a thorough study of them, I feel that neither proposal meets the criteria enunciated by the sponsors of this meeting.

Would the plan I have suggested be any improvement? How could a program based on the concept of human development, or a similar theme, be organized and administered? Would it do violence to traditional departments and to the present system of majors? Would it be acceptable to the more orthodox faculty and students as well as to those who are seeking new ways of enriching the undergraduate years? Probably it could not be satisfactory to all, but certainly it is possible to create a program that will; (1) help a student who is interested in any of the helping professions to meet his needs and establish a foundation for his graduate work if he is competent and interested to undertake it and (2) provide a greater degree of social orientation (note I use the word social, not the words social science) for other students, regardless of their professional interests. Content dealing with the origin of life, the structure and development of personality and the dynamics of the neighborhood and the larger community is important for all students. The "ability to initiate creative responses to society's old problems" may yet become a distinguishing characteristic of the modern college graduate.

Whatever the spoken or unspoken needs of the current college generation, I venture the opinion that the opportunity for, and the challenge of, involvement with people in a variety of settings, closer integration between classroom, campus life, and community activity, would be of practical help to a substantial number of students in helping them to find themselves, and to prepare for their life work.

How might certain basic course content be developed and presented for a variety of students with different interests? Here are some examples by way of illustration:

1. Content of the origin and development of life and the structure of personality.

Content of this kind should not be confined to the behavioral or social sciences, but should include (in the same course or courses) material from genetics, botany, chemistry, biology, and philosophy, so that the students may have some basis for an integrated view of man.

2. Content on the structure and dynamics of the community.

Here again, there should be contributions from several departments (sociology, history, and anthropology, among others) presenting the American community in its several forms and manifestations. This interaction between the individual and his community and the impact of the community on him is pertinent whether he lives in Grosse Point, Michigan, or in the deeply depressed Bedford-Stuyvesant area of Brooklyn, New York.

3. Content on the family.

The material presented to undergraduate students on the family should not, as I see it, deal primarily with methods of treating family problems, but rather with basic historical, social, and scientific aspects of the family as a basic social unit in various cultures.

Course content of the kind briefly described here should be provided for all students some time during their four years and may well be regarded one day as on a par with English and mathematics insofar as basic requirements are concerned. Certainly students planning a career in any of the helping professions would find such content indispensable. In business and industry, and particularly in management, a great deal of emphasis is quite properly placed today on the ability to deal effectively with people and to handle difficult personal and personnel problems; hence the relevance of such content for students with different types of interest.

The arrangement of the content, as contrasted with isolated courses confined to specific departments with no attempt at integration, lends itself to all manner of interesting and creative variations and developments. Advanced seminars for juniors and seniors, for example; the use of outside lecturers; special projects for independent study, observation trips to clinics, special schools and institutions, welfare and health departments and research and medical centers. Summer work (some of it for credit) could be planned for students in camps, nursery schools, institutions, child guidance clinics, family and child welfare agencies, community projects, city planning and the like.

The three examples of course content I have suggested dealing with the origin of life and personality structure, the community, and the family, would not only draw upon several departments for material, but by the same token should be taught by instructors from a number of departments. There are several ways in which this could be done effectively. For example, the general content suggested under the origin of Life and Structure of Personality might well be taught on a team basis by three instructors, one from each of the main divisions of the curriculum--Biological Sciences, Social Sciences, and Humanities.

Students in a "cross-fertilization" course of this kind could receive credit for three rather than one course if the course met for the total number of required hours per week, with the time being equally divided among the three instructors. Obviously the instructors would need to coordinate the content they presented and quite substantially revise it as contrasted with the material they would ordinarily present in a separate course. This in itself would not be a bad idea in most colleges.

Courses taught in this fashion would have to be centered around a major problem or a period in history. They could not be limited exclusively to any one discipline or department if it fulfilled its mission--that is, placed emphasis on the unity of knowledge and the wholeness of man. As to this goal or objective, Edna St. Vincent Millay has given us these lines:

> . . . . Upon this gifted age, in its dark hour
> Rains from the sky a meteoric shower
> of facts -- they lie unquestioned, uncombined,
> Wisdom enough to teach us of our ill
> is daily spun -- but there exists no loom
> to weave it into fabric.

Most of what has been said in the last few pages applies primarily to all students in the liberal arts colleges. What about those who have a special interest in the helping services? Within the broad framework suggested and even without basic changes in the liberal arts program, a meaningful sequence or sequences can be worked out for all such students, based on individual interests and needs. At Colby representatives of three departments are considering a three year trial program for a freshman who has expressed an interest in either social work or teaching. It draws upon all three of the curriculum divisions and several departments. Such an array of offerings might be called a program--rather than a sequence or concentration, i.e., a program on "Man and Society," or "Human Development." It includes a fair amount of independent study and research. This type of program can be set up for individual students within almost any undergraduate school where one or more faculty member has the interest and initiative to set it up. But that is not enough in my view for if we continue to proceed on that piecemeal basis we will make very little progress in the next decade; hence the suggestion that in due course in various ways the entire faculty be involved.

The three year experimental program now under consideration allows for a good number of elective courses and for the pursuit of special interests.

In sum, this paper suggests a re-orientation of the liberal arts program to provide a greater degree of broad social orientation and involvement for all students; and within that framework a flexible arrangement whereby an individual program composed of formal courses, seminars, and introduction to practical experience in the field may be devised for each student interested in graduate training in one of the helping professions. Periods of independent study would greatly enhance the value of any such sequence and increase the opportunities for tasting, testing, and exploring. The feasibility and wisdom of employing the graduates of such programs in the helping professions before they have had graduate training should be a matter of continuing research and experimentation.

Comments on the Paper by Dr. Leonard W. Mayo

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Dr. Mayo's excellent paper makes a real contribution to the problem set for this Conference. The issue is clearly faced and a constructive proposal made.

Yet the whole paper rests on several assumptions which I feel require our attention before an evaluation of the proposal can be intelligible. I propose first to question the validity of these assumptions and then to look at the proposal from the standpoint of this revision of his assumptions.

First, let me say that as an educator in a Liberal Arts program, I have no hostility towards preparation for the helping professions. Indeed, the activities, goals and ethical constraints that mark the helping services in general are admirable. However, the Liberal Arts degree, with its curriculum, teaching, goals and ethical constraints, is also an admirable creation. If the objectives of both are to be attained by a single educational process, then we had better look at what changes are needed in these social systems.

Innovation in educational systems

The idea that all students in Liberal Arts colleges should be exposed to some understanding of the needs and objectives of the helping professions cannot be translated into action without recognizing that Liberal Arts colleges will resist such a change. The functions of the Liberal Arts degree include the basic educational preparation for all the professions. One characteristic of these educational programs is their diversity and flexibility and this must be so, since individuals with a B.A. degree may choose further education in education, law, medicine, humanities, physical, biological or social sciences as well as social work or any of the other helping services.

Proposals to change the basic structure of the Liberal Arts degree such as those mentioned by Dr. Mayo have encountered resistance. Changes may be desirable but introducing change into the complex social system of a college or university calls for more than proposals.

The Harvard report "General Education in a Free Society: 1943-45" based its reform on the course as a structural unit of the system. Daniel Bell in his recent review bases his proposal on the academic year as a single complex unit. Dr. Mayo proposes to add a program sequence covering the academic aspects of interest to the helping professions and adding to this an experiential component.

I would predict that it will be easier to add to the diversity of programs offered by Liberal Arts colleges than to alter their basic structure. Too many careers are already committed to the present structure for radical institutional change to be practical. The expectation of resistance is not a good reason for holding back on proposals. Such new proposals, we should realize, will have a better chance of being introduced, and subsequently of effecting real change, if they are amendments to the existing Liberal Arts curriculum.

I believe we need to examine the values and objectives of Liberal Arts. This belief rests on the fact that the rate of change in our society is now extremely rapid. In fact, more and more of the American population are likely to be subjected to culture shock (deprivation, degradation) by encountering the future. Their behavior and bewilderment are likely to show parallels to that of European or Asiatic immigrants when these populations encountered American civilization for the first time. I am convinced that the needs for manpower in helping professions, estimated at about 20,000 unfilled jobs this year, are very seriously underestimated. I am impressed by the magnitude of the task which I think is greater than anyone in this audience can imagine.

Knowledge of social structure

The second assumption is that some form of "general education"--called in this paper "an integrated view of man"--can be a useful methodology in motivating and preparing college graduates for the helping professions. I find this difficult to accept.

As a sociologist, I know that social structures are more diverse and more variable over short periods of time than either physical structures or biological structures. They are also at least as complex. To understand a society, a community, a family or a personality calls for more specialized knowledge than to understand matter, energy, or living structures. Further, the world views given by gene systems, or by ecological systems, or by biochemical, biophysical or by sociological or psychological systems, differ. The reality they describe is truly a different world for each: these worlds rest on concepts, theories and methods that are specific.

To my mind specialization is the key to understanding, not generalism. Integration without cognitive understanding leads only to a mis-mash of generalities, that is, to the sound of sentences, which at best is poetry, though it may also be prose, or journalism. Integration of this sort presented as if it were "knowledge" seems an intellectually unsatisfying practice for an educator. Understanding that leads to real knowledge rests on the hard work of scientific methodology or of its close concomitants, analytical logic and mathematics and mastery of a subject area.

Since hard facts about the behavior of personalities and social systems have still to be discovered by social scientists, from the point of view of Liberal Arts colleges and of the society as a whole, the production of specialists for graduate education is a more exciting goal than the preparation of candidates for the helping services. Yet many undergraduates will be motivated to enter these careers and the question before us is the contribution of the Liberal Arts college to their education.

Experiential Learning

Parallel to cognitive learning is a much neglected process that goes on in all colleges. This may be called informal learning, learning from peers, "getting the feel of" a problem area or, as I say here, experiential learning.

Experiential type courses involve the student in exposure to feelings, emotions, and values. They may be called a discussion group, a field experience, or a practicuum. The title may be "marriage and family living," or "exercises in role playing," or group dynamics, or counseling practicuum or interviewing methods: a whole category of courses or programs of this sort already exist. For the helping services, it seems to me that these offer a better potential base for students to transfer into the helping professions that the "integrated knowledge" approach.

Social Welfare Systems

Some appreciation of the newness and ethos of the helping services should be added to the program. For the helping services are a new social organization arising spontaneously to meet needs never before accepted as a societal responsibility. The kinship group as a self-help system, and the older more closed community systems, dispensed sympathy and charity to the less fortunate. The helping services are not true lineal descendants of these activities but a new phenomenon. An understanding of the values that inspire work in these fields, together with a knowledge of the various types of welfare systems developed in modern urban industrial societies, is a prerequisite for commitment to these areas of service. This instruction would not go so far as to build into a personality the identity of a professional social worker but it would go sufficiently far to lead to a willingness to cooperate and work alongside the professional in agency settings.

Conclusion

Dr. Mayo suggests various mechanisms whereby the Liberal Arts graduate can acquire a greater degree of social orientation. In reacting to these proposals, I suggest that he underestimates the capacity of the college to resist such innovations.

I also suggest that "integrated courses," whether taught by a team or not, are no proper educational substitute for hard intellectual work at a single speciality. This speciality could be in any discipline of the college, though most would agree that one of the social science departments is most desirable.

However, if the college can increase its offering of courses that involve direct personal experiences either with other students or in field settings, then an improved base for movement into the helping professions would be constructed. I believe that minimal change in this direction is possible because trends towards this objective are already discernible.

Finally, if college students are to work in the settings available to the helping services, they would profit by an institute or short course before entering on the role as full time occupants. Agencies are not equipped for comprehensive in-service training, but a series of institutes could perform this task. The curriculum of this institute would include: (1) the motivational material referred to above about the nature and novelty of social welfare systems: (2) experiential learning within the institute: (3) field practice under guidance of agency personnel, released for this purpose.

My experience in teaching sociology to undergraduates is that a large proportion would be attracted to the helping services if a channel existed to bridge the transition from college to the occupation. Such a bridge could be crossed by the average student in three weeks of a well-designed institute.

Education at the Undergraduate Level for the Helping Services

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The Helping Process. In a recent book entitled Three Theories of Child Development, Henry W. Maier of the University of Washington defines the helping process as follows: "A process of socially engineered intervention in which the practitioner deliberately introduces into the experience of an individual specifically structured means of preventing or treating deviant development." (5, P.207) Starting with this definition, Dr. Maier then presents an excellent discussion of the eight steps involved in the helping process. It seems to me, however, that his definition of the helping process is too close to the earlier medical model and is unnecessarily narrow since it limits it to the individual as the only client system. I would like to enlarge and to modify in several ways Dr. Maier's definition.

First, the word "engineered" in his definition gives a somewhat manipulative and mechanical connotation. It implies that the intervention is decided upon and its character is determined behind the scenes with no participation by the client. I would like to exchange the word "engineered" with the word "planned" recognizing the desirable possibility of a joint decision between the practitioner and the client, whenever conditions permit.

Second, the Maier definition centering on the individual as the only client system limits unduly the extent of the helping professions. Lippitt, Watson, and Westley in their book - The Dynamics of Planned Change (4) are, it seems to me, more realistic in recognizing four dynamic systems as clients:

a. the personality system which is what Maier is concerned with;

b. the group system comprising families, work groups, committees, staffs, clubs and other small social units in face-to-face relationship;

c. the organization system including the larger organized units such as business organizations, welfare agencies, educational institutions, government bureaus, religious associations and the like;

d. the community system including larger and more complex units such as a neighborhood, sub-urban, urban, inner city and other geographical or ecological groupings.

It must be noted that not only is there increasing public demand for specialists in the last named three categories of service, but that also the newer theoretical framework ties the development of the individual with its sociological environment.

The third modification of the Maier definition which I propose has to do with his concept of "help," which seems to rely heavily on the older medical concept of cure and correction. I am not alone in thinking (6) that the helping process should include not only cure and prevention, but also the creation and maintenance of such conditions which are likely to lead to the fullest possible actualization of the human potential. This latter is the more purely educational goal, but the educational institutions have, for the most part, restricted their efforts and activities to the development of the cognitive functions, and in the area of research to the so-called "pure" or "intellectual" role of observing and understanding rather than to the "applied" or the "active" role of doing something about it.

The fourth and final stricture of the Maier definition is this. He speaks about "preventing and treating deviant development." Who defines what is "deviant," or which "deviant" development needs correction? I grant that our behavioral sciences have given us considerable information regarding cause and effect in human development, but we recognize of course that direct or single cause-effect relationships are scarce, and in the complex field of forces of the prior condition, the resultant is almost never certain. The emergent, the idiosyncratic and the unique aspects of human development should never be neglected. The average is a fictional figure and should never be the norm; and conformity is a doubtful virtue in the process of human becoming.

Since I have made so many criticisms and modifications of the Maier definition of the helping process, you have the right to ask me to give my wording of the definition. Here it is:

> The helping process consists of a planned program of activities and experiences which the practitioner deliberately introduces into the ongoing life of an individual, group, organization or community with the purpose of improving, increasing or enhancing the level of functioning.

The Helping Professions. If this is the helping process, who are the practitioners in this occupational field? One readily thinks of psychiatrists, social workers, clinical and counseling psychologists. These are the older, the better established and publicly recognized professions. However, in recent years, we have come to hear of practitioners called guidance and personnel workers, rehabilitation counselors, marital counselors, mental hygienists, parent educators, child development specialists - all of these having the individual personality as their client system. In addition, we hear these days of group workers, staff consultants, leadership trainers, discussion specialists, conference experts, community surveyors, consultants and the like.

Not all of these occupations or occupational designations are fully established or publicly recognized. Some are in process nascendi. There are nevertheless professional people who practice in these fields and publics who pay for their services.

Preparation of Professional Personnel. In some, but by no means in all the occupations listed above, there exist training standards and accredition and evaluation agencies. This is more true of the older and better established professions such as psychiatry, social work, and clinical or counseling psychology. But in all, even in the better established ones, there is considerable divergence of opinion as to the optimum character and context of the professional preparation. There are, however, certain trends common to all; namely:

1. they require graduate preparation, and the tendency is to lengthen the period of preparation;
2. the standards for accredition of the training program and the certification of the practitioners are becoming more demanding and sophisticated; and,
3. in each profession, the tendency seems to be toward greater and greater specialization.

Face to face with these tendencies, some social scientists (4) and some of the practitioners themselves (3,7) have pointed out the alarming gap between the almost geometrically increasing demand for trained practitioners and the almost arithmetic rate of increase of the graduates of the accredited preparation programs. Furthermore, as the more highly trained professionals are prepared, fewer of them become available for direct service to the public at large; some move toward the more lucrative or prestigous administrative positions, others enter the field of research, or choose to provide services to a selected clientele. In the meantime, all are crying for more supportive personnel (3) to help them devote their own time and energy to the more creative and more professional aspects of work for which they were trained (7).

It is in this context that our attention is being turned to the four year undergraduate college. There are other factors as well which compel our attention toward the four year liberal arts college, especially. Some think that this institution--the growth of another era--is already anachronistic in our society today, and will have its demise by the year 2000, if not sooner (1). Others point out the increasing specialization and departmentalization in our colleges and universities and wonder how relevant and responsive they are to the needs of the present day society (6).

It would appear from the massive applications of our young people to Peace Corps, Vista, Teacher Corps, Counselor Aide, and other social service opportunities that there is great interest in these fields. I believe that a strong pre-professional program in the helping professions will draw a substantial proportion of young men and women in our four year colleges today.

Furthermore, the four year college can well provide the opportunity in which young people may try out their interest in and fitness for the helping professions. It is obvious that an undergraduate college offering such an opportunity can be both the source for the supportive personnel as well as the pool from which to select the promising professionals for graduate preparation in the helping professions.

Patterns of Undergraduate Preparation. It is not difficult to prophesy that the American Higher Education will provide more than one pattern of pre-professional undergraduate preparation for social service occupations. This is the way it should be in America! There will be some who will concentrate the pre-professional program in the

Junior and Senior years, others who will adopt a diagonal arrangement of the academic and pre-professional courses during the entire four year period of the undergraduate college. There will undoubtedly be others who will attempt some sub-specialization in the social service occupations in the Junior Colleges. And perhaps others who will organize the entire four years of college around the philosophical orientation of human development, help-giving, and the helping professions.

I would argue against the adoption of any single or rigid pattern and would recommend variable and flexible patterns, provided there is periodic evaluation of their efficiency in accomplishing stated goals or objectives. We need to learn a great deal in this important area of human effort and vast opportunities should be provided for creativity and testing.

Curriculum Content. As to the content of the curriculum, I can only make suggestions from our experience at Springfield College. Here we flexibly divide our core requirements in five areas as follows:

Man in Nature, to include selected courses in the physical and biological sciences.

Man in Society and Culture, to include courses in psychology and the social sciences.

Man's communicative and Expressive Arts.

Man's use of Movement, Recreation and Leisure.

Man's Search for Meaning to include courses in Humanities, religion and philosophy.

In addition to the core courses, the curriculum may include courses such as Human Development (the entire cycle), Human Personality (its change and variations), the World of Work, Community Organization and Planning, Great Social Issues of Today, the Helping Process (Theory, ethics, and forms), Scientific Methods applied to Human Affairs, Group Dynamics, etc. What I have said about the courses in the curriculum is entirely tentative. The decision should reside with the faculty, with the objectives of the school and with its resources.

In addition to the dialectic courses, the proposed curriculum must contain required and supervised field work experience. Also, there should be opportunities for sensitivity training and individual counseling.

Orientation and Philosophy. Whatever the content of the curriculum, the orientation or the philosophy in the context of which the educational experiences of the four undergraduate years are provided is extremely important. At Springfield, we call this philosophy Humanics, some of the elements of which briefly stated are as follows:

1. Human-centered - Man - the whole man in his relationships - constitutes the center and sanction of the Humanics philosophy and of the educational curriculum embodying that philosophy. The interest is centered on man and the improvement of his life here and now.

2. Knowledge for Man - Knowledge, science, art, like the sabbath, were made by and for man, and not the other way around. In other words, science, art or knowledge are to serve man and the actualization of his immense and perhaps unlimited potentialities.

3. Integration - Man is a whole person living in a wholestic environment. The fragmentation of knowledge and insistence on disciplinary purity, especially in the social sciences, in our colleges and universities defies not only man's unity but also the reality of the social situation. (Examples: rehabilitation, juvenile delinquency, crime, etc.) In addition, the separation between what is curricular and extracurricular, the academic and non-academic, the theoretical and practical, the body and mind can be, and often is, artificial, unrealistic as well as mischievous. Instead of contributing to man's integration and unity, it tends to disrupt it.

4. Emphasis on Assets and Becoming - Instead of diagnosing weaknesses, the emphasis should be on available strengths and capacities for becoming. There is in this philosophy a basic faith in man and his becoming. Man is neither a slave to his biology nor a prisoner to his socio-cultural heritage - he may transcend both.

5. Concern for Freedom - Education is concerned with the emancipation of man's intelligence and creative powers. This emancipation can be expanded by the development of skills, knowledge and cognitive capacity; it can be enhanced by freedom from fears, crippling habits, and compulsions; it can reach new heights of

accomplishment perhaps not yet visualized - by cultivation of his symbolic ability and by freedom to innovate, construct and create. All of these are necessary parts of man's education.

6. Service Motivation - In the helping professions, more than perhaps in others, a strong motivation, or commitment to serving one's fellow man must be a sine qua non. The tangible embodiment of man's love, faith and religion should express itself in service to his fellowman. Hostility, fear of self or others, suspicion and derogation of man will show itself in the helping process and damage or backfire. In this profession, there is no hiding, and the pre-professional should know it before it is too late. On the other hand, the deepening of interests, the humanizing of values and the application of care and charity (caritas) to those who need help usually results in both extension and enrichment of self. And the undergraduate student in the helping professions should know that, also.

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III. HOW EDUCATION AT THE UNDERGRADUATE LEVEL IS MEETING THE NEEDS OF THE HELPING SERVICES

An Overview of Undergraduate Education and the Helping Services

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Concepts like "helping services," "social services," and "social welfare" may present problems, because each of us attaches different meanings to them. In a way all of us follow the advice Humpty-Dumpty gave in Alice in Wonderland: he said, "When I use a word, . . . it means what I choose it to mean - neither more nor less." At one time unpleasant and at times bitter recriminations between the adherents of different definitions were not unknown. Today, even though there remain differences in outlook, method and goal, we have learned that there is sufficient commonality for professionals from various disciplines to work together. This conference is a demonstration of the new approach to facing common problems together.

Before discussing the opportunities and dilemmas of undergraduate education for the helping services, I want to examine with you some of the problems which face educators and professionals today. I believe that an analysis of these problems will provide both a rationale and a program for undergraduate education in the helping services. The problem areas which are particularly relevant to this conference are these:

1. broad and influential groups in our population rely on myths instead of knowledge when it comes to social facts and social situations;

2. there is insufficient community support to accomplish the necessary and required job in almost all of the helping service institutions and agencies;

3. utilization of the various helping services increases constantly, and

4. there is a serious shortage of human resources to man the various helping service programs.

No doubt these problem areas are interrelated. In order to deal with one effectively, planners and educators must address themselves to all. Yet it may help our analysis if we briefly examine each separately, thus clarifying the problem and highlighting the opportunities facing higher education.

1. Lack of factual knowledge. How much of our social legislation is still based on myths instead of facts? Recently it was revealed, for example, that several United States senators, members of a sub-committee investigating the anti-poverty program, did not know that starvation was a problem in this country until they took a field trip to the Mississippi Delta region. Much of our welfare legislation is based on the myth of the prevalence of the employable but lazy adult, yet Presidential Special Assistant Joseph Califano reported in May of 1967 that less than one out of every 146 welfare recipients is in fact employable.[1] Though these facts have been known before, many of our legislators, newspapermen, and citizens generally operate on the basis of the myth. Yet the complexities of modern life require of everyone a knowledge of basic social facts, a sympathetic understanding of social problems, and some acquaintance with the purposes and operations of the services designed to provide the basics of life. Whatever the eventual career choice of today's college student, no matter whether he becomes a senator or a rehabilitation counselor, a housewife or a social worker, he must acquire an understanding of the problems and purposes of the helping services.

2. Insufficient community support. Agencies and institutions exist because their services are needed by individuals and communities. But the agency alone cannot rehabilitate, cannot restore social functioning, cannot prevent deviant behavior. Whatever the skill of the human service professional, and many have great skill, his contribution cannot occur in isolation but requires community support and backing. Sieder notes, however, that "every practitioner . . . is confronted daily with frustrations stemming from community conditions outside of his immediate control but which directly affect his ability to rehabilitate clients."[2] Community support in part, depends upon citizen awareness of the needs, opportunities and gaps. There is some urgency in educators addressing themselves to this problem area.

3. Increasing utilization of helping services. For various reasons, more and more people every day utilize the helping services. The faster pace of life, our highly complex social structure, and the explosive domestic and foreign environment result in a greater incidence of social

and other dislocation. At the same time, there is much greater acceptance of the helping services than ever before. Only a generation ago, for example, most college students had never known a social worker; just the other day a college instructor in Kansas told me that 75 percent of her students had enrolled in a social welfare class because they had had positive relationship with a social worker. Once, not too long ago, people were secretive about asking help; today, most of the stigma has been removed so that word-of-mouth advertising results daily in new requests for assistance. Yet we must admit that the network of helping services is not equipped to handle the ever larger number of clients; we have neither the manpower nor the agency structures nor the methods required to effectively work with the large numbers which call for help now. One recently completed study showed, for example, that most of the children who seek aid from child guidance clinics or who are referred to court psychiatric clinics fail to receive the necessary services; they are either not accepted or, if accepted, are not engaged sufficiently to complete treatment.[3]

4. Manpower gaps. There is no need to describe here the very serious shortage of manpower which plagues all of the human services. Our mentioning this problem here, in fourth and last place, is, however, not accidental. If our purpose is to consider the development of educational programs, these must not be built exclusively around manpower concerns. The very real need for additional manpower on all levels of training must not rush educators into making unwise curriculum decisions which will be regretted in later years. While it is imperative for professionals and educators together to show leadership in the resolution of the manpower crisis, one must constantly remember that improperly or poorly trained workers in the human service fields may be worse than no workers at all. While undergraduate education, soundly conceived and positively implemented can make available a significant pool of workers for the helping services, it alone cannot resolve the manpower problem.

Awareness of these problems cannot but lead to the development of appropriate educational programs. This conference, as well as similar ones in other parts of the country, givesevidence of a healthy and realistic concern and grappling with these problems. This is the beginning; the next step will basically be the job of each college. There is no one way for undergraduate education in the helping services. Each college and university must look at itself and at its students to determine how it can best contribute to the solution of these problems.

Response of the Council on Social Work Education and the social work profession

Educators, particularly those who may not be too well acquainted with education for the helping services, will be interested in a short history of social work's involvement with undergraduate education. There was a time when many social workers hoped and believed that some day all positions in social welfare would be filled by professionals with an MSW degree. Today there is a general recognition that even if there were no manpower shortage, all positions should not be filled in this way. Social workers have come to recognize that many tasks are performed more effectively and more efficiently by personnel with other levels of education, thus permitting the MSW social worker to concentrate on tasks for which only he has the necessary skills.

Questions and issues related to undergraduate education have been discussed and debated by social work leaders since the early days of the profession. The question was a burning one in the thirties and forties, but here we will recapitulate only the more recent history. In the 1950's, the Hollis-Taylor study of social work education devoted a lengthy chapter to undergraduate education and called on the social work profession to strengthen this area of education.[4] The major curriculum study launched in 1956 by the Council on Social Work Education[5] included a special project on undergraduate education; the final report again called on the profession to strengthen undergraduate education. Subsequently, the Council's Board of Directors adopted a guiding statement on undergraduate education; in pamphlet form this Guide was distributed in over ten thousand copies, making it a leading contender on social work's best-seller list.[6] For the past two years intensive work on the part of many social work educators has gone into preparing a revision; the new Guide will not be ready for distribution until the fall but much of the material I will be discussing with you today already comes from that source.[7]

In 1961, as part of its efforts to strengthen undergraduate education in social welfare, the Council appointed a consultant who devoted herself exclusively to undergraduate education. This consultant was responsible for stimulating and developing undergraduate programs throughout the land, for promoting and interpreting the guidelines developed by the Council, and for recruiting college students to social work and social education. During the five years that Miss Cordelia Cox was the consultant, she was successful beyond measure in these tasks. Today there are close to 600 colleges and universities which offer one or more courses in social welfare on the undergraduate level; this tremendous expansion in undergraduate programs is indeed a tribute to Cordelia Cox's efforts.

A large number of aids and services have been developed by the Council over the past years, designed to assist faculty members in developing and teaching social welfare programs. Consultations were provided to hundreds of colleges and universities; faculty group meetings and group consultations were conducated at state and national conferences. Special sessions for undergraduate faculty members are by now traditional at the Council's Annual Program Meetings. The Advisory Committee on Undergraduate Education, whose membership is composed of social work education leaders and teachers of undergraduate courses, constantly alerts the Council's Board and staff to the needs and problems facing the teaching faculty. A significant number of teaching aids and syllabi, specifically geared to undergraduate education, have been prepared by the Council.[8] Nearly every issue of the Journal of Education for Social Work and the quarterly Social Work Education Reporter carries thoughtful and helpful articles dealing with the undergraduate education. For the past three summers the Council has, in cooperation with selected colleges and universities, sponsored faculty institutes devoted exclusively to the undergraduate curriculum. This summer's institutes, made possible by grants from the Vocational Rehabilitation Administration and from the Children's Bureau, will focus on three areas: Introduction to Undergraduate Programs in Social Welfare (for new faculty members); Social Welfare as a Social Institution; and Social Work: A Helping Profession in Social Welfare.

In recent years the Council's Board has repeatedly gone on record as recognizing its obligation to extend the range of its services to all levels of social work education from the undergraduate program through the doctoral and post-doctoral level. In March of last year the Board underscored the role of the undergraduate program as preparation for both graduate education in social work and for immediate employment in social welfare positions not requiring a graduate degree. The provision of "expanded services" for undergraduate programs was unanimously agreed to and will be implemented just as soon as adequate financial support can be obtained.

At the same time there is general recognition of the urgent need for vastly increased research and demonstration efforts, especially in the area of identifying and differentiating tasks; it will be most difficult to develop appropriate training programs for the various helping services unless more is known about differential job assignments. Along these lines the Council has completed a pilot research project to determine the extent of undergraduate education in the helping services. In addition, the Council has stimulated the participation of three undergraduate departments in a three-year research project designed to answer some of the very basic questions about undergraduate education for the helping services. But, admittedly, much more needs to be done.

Many schools are, of course, not standing still and awaiting the results of these research efforts--and this is quite proper. Many educational experiments are carried on in various parts of the country, some within the scope of the Council's guidelines and others with little reference to the Council. All of us who are interested in education for the helping services can learn much from these efforts. There is not sufficient time to do more than sample a few of the innovations; yet my mentioning one or the other program should not be taken as an endorsement since most are still so new that an evaluation is premature. Some of the graduate schools of social work, for example, have examined the possibility of giving advanced credit for certain undergraduate courses, particularly courses in the behavioral sciences. There is much talk about reexamining the impact of undergraduate courses in social welfare on graduate education. On the other end of the educational scale, a number of junior colleges and community colleges have begun to offer programs in the helping services, preparing their students for such positions as cottage parents, case aids, neighborhood worker, etc. At least two universities are establishing undergraduate schools of community service or human development; the proposed four year curriculum trains students for a wide variety of positions in the helping services, including counseling, rehabilitation, public welfare, etc. Non-academic programs have been developed by the Crusade for Poverty which offers a two year course in community organization for indigenous workers; the Eleanor Roosevelt Foundation has a one year internship program for community organizers. Educators and planners should consider the rather limited social mobility utility of such non-academic programs.

Finally, in the catalog of what's new in undergraduate education, reference must be made to the increasing activity of the regional groups of higher education, such as the New England Board of Higher Education, the Western Interstate Commission for Higher Education, and the Southern Regional Education Board. Curriculum conferences, like this one, have been a real boon to faculty members teaching or planning undergraduate courses. In the coming years there will be increasing emphasis on teacher development. Just as the manpower shortage is a problem in the helping professions generally, so it is a most serious problem in academia; teachers equipped and prepared to teach the various undergraduate programs in the helping services are particularly scarce.

Undergraduate Programs in Social Welfare

The revised Guide will indicate that undergraduate programs can serve one or more of the following objectives:

1. to prepare students for entry into a graduate professional school of social work;
2. to prepare students for employment in social welfare positions not requiring an MSW degree;
3. to help students know and understand social welfare needs, services and issues as part of their preparation for responsible citizenship in a democracy;
4. to contribute to the preparation of students for graduate professional education in one of the other helping service professions;
5. to contribute to the preparation of students for employment in various other fields of human service in positions not requiring graduate training.

These are the objectives which the Council feels may be appropriate for undergraduate education in social welfare. Each college and university has the responsibility to decide which one of several of these objectives will be emphasized in its program; this decision will be based on many factors, including the school's philosophy and educational goals, the manpower needs of the region where the school is located, the future plans and interests of the student body, etc. At this point in time, uniformity in goals and methods is neither desirable nor practical. Each school must decide what is appropriate for its own students.

The undergraduate program in social welfare suggested by the revised Guide is not a narrowly oriented program which seeks to prepare students for specific jobs. Instead it attemps to identify the foundation knowledge and career clarification necessary for entry into the various helping services, either directly or with additional graduate training. The suggested program is identified as liberal education because it is believed that the study of social welfare requires an integrated view of man and society. This, it is held, is best achieved through an interdisciplinary approach posited in the liberal arts college, drawing many disciplines, including anthropology, biology, economics, history, political science, psychology, sociology, etc. The proposed program is seen neither as a substitute for graduate professional educator nor as a replacement for agency in-service training programs.

Before discussing the curriculum suggestions which the revised Guide offers, it is important to underscore the Council's consistent stand against the proliferation of courses. A group of course, even if all are called "social welfare courses," does not necessarily make for a satisfactory curriculum; only when the required and elective courses are sequentially and progressively arranged and make up an integrated program can a curriculum be considered meaningful. The quality of an undergraduate program in social welfare is never judged by the number of courses listed but by the opportunity provided for an integrated learning experience. Dean Mossman, in another paper presented at this Conference, will describe the curriculum in greater detail; here we will analyze some of the questions arising out of the proposed curriculum formulation. Even before students are enrolled in specific social welfare courses, faculty responsible for the program need to identify the appropriate foundation courses in the biological, social and behavioral sciences so that social welfare students will have the necessary grounding upon which they can build in the following years. It is recognized, at the same time, that a conglomeration of introductory courses makes neither for a well educated man nor for an adequate social worker. In-depth course work in at least one of the social sciences is, therefore, suggested. During the last two years of the undergraduate program, a limited number of carefully planned courses dealing with the origin, development and organization of health and welfare institutions and with the helping professions can be offered. A course offering field experience is also highly recommended. The possibility of an additional course for students planning to enter employment immediately after receiving their baccalaureate degree is suggested, as is the possibility of offering an introductory course in the sophomore year, designed to acquaint students with and to interest them in the helping services. The Guide does not spell out the specific course content or title for any of these courses, although the Council does have available illustrative syllabi and manuals.[8] Additional teaching aids are now in preparation.

The question of what skills to teach on the undergraduate level is still left open. There is, however, no longer unanimity on opposing any skill training on the college level. The question is no longer whether to teach skills but which skills should be taught. While there is recognition that liberal education focuses on knowledge and understanding rather than on the transmission of subject matter and technical information, there is also recognition that education without information and without some skill training is not education. Observers of higher education have noted that at the very time that technical schools have added humanistic and social material a proliferation of vocational courses have appeared in the catalogs of liberal arts colleges. Skill training occurs on many different levels; education in skills may be a liberalizing or a sterile learning experience. The difference is not necessarily in the name of the course or of the department, but in the teacher and in his approach to education.

In planning the undergraduate curriculum for the helping services, educators are faced by two sets of pressures coming from different directions. On the one hand is the pressure to plan courses on the basis that the undergraduate years are the very last chance those who will be employed immediately after graduation will have for learning and developing; therefore, it is urged, the attempt must be made to give them everything before they leave college. On the other hand, with an ever larger proportion of college graduates going on to graduate and professional schools, there is danger that the college becomes merely a corridor or prep school. Undergraduate educators must resist both sets of pressures. The college years should provide students with the opportunity and the resources to build the foundations upon which they can build an intelligent and meaningful life. If, with out help, they build well during the four undergraduate years, they will continue to grow and learn wherever they may be on the job or in graduate school.

And finally, the question of teacher development is crucial. Without great teachers, the educational results will be found wanting. Great teachers must bring to their students more than the content they teach; especially the college teacher must serve as an engineer, building a bridge between the school and the world, a bridge between youth and maturity.[9]

In times of rapid changes like the present period, when almost every institution strains to accommodate itself to new and unprecedented situations, higher education cannot and will not stand aside. We here, together with other colleagues, have a responsibility to rethink and rebuild the college curriculum in breadth and in depth; any failure or delay to do so will undoubtedly result in a loss of vitality and relevance and ultimately will end in complete stagnation.

As we go about this rebuilding task, we must remember that education should help young people to think about the world, not to escape from it; it should help students to work on the smaller and larger social problems, not to create new ones; it should facilitate communication and exchange of ideas, not erect psychodelic curtains between people and their problems. Education in the helping services is one way of helping students stay in the world and assume leadership positions.

FOOTNOTES

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[3] Jones E. Teele and Sol Levine, "Experiences of Unsuccessful Applicants to Child Psychiatric Agencies" (Washington: Office of Juvenile Delinquency and Youth Development, U. S. Dept. of Health, Education, and Welfare, 1966), mimeo.

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[5] Herbert Bisno, The Place of the Undergraduate Curriculum in Social Work Education, Vol. II, CSWE Curriculum Study (New York: Council on Social Work Education, 1959).

[6] Social Welfare Content in Undergraduate Education (New York: CSWE, 1962).

[7] Undergraduate Programs in Social Welfare: A Guide to Objectives, Content, Field Experience and Organization (New York: CSWE, 1967).

[8] See the CSWE's Publications Catalog for numerous examples.

[9] Gilbert Highet, The Art of Teaching (New York: Vintage Books, 1959), pp. 49-53.

Specially Designed Courses for the Helping Services: The Experience of Eastern Nazarene College

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It seems to me that in approaching the entire question of curriculum development at the undergraduate level for the helping services that there are two problems which immediately appear regarding the development of such programs. These are:

1) the fact that, as of now, there is no standardization with regard to exactly what we mean when we speak of undergraduate education for helping services, and

2) the fact that we hear a great deal being said about research being necessary for further development of curriculum; however, there are two problems which immediately appear as a result of this. First, we have no subject group with like characteristics so that we can measure their effectiveness in the fields of practice and secondly, no organization (except for a few studies by the Veteran's Administration) is utilizing less than professionally trained workers on a regular basis in employment. What this means for us then is that at present we seem to be studying a given student rather than studying a sequence or program and, consequently, the entire question of research becomes only a theoretical issue and we are left with the recognition that there is nothing to research.

Education for the helping services ought to be looked at as a continuum, a process of education which begins at the secondary school level, continues through college, graduate school and post-graduate programs with the ability of any student to stop at any point and enter the ranks of personnel already employed within the helping services. It is obvious to anyone who has been in practice for any length of time that there are a number of tasks which could easily be accomplished by relatively untrained people and this would serve to free the more highly skilled worker to devote more time and energy to some of the more complex tasks. Such things, as accompanying a troubled mother to a pediatric clinic, helping an about to be discharged mental patient to find an apartment, teaching a woman on public assistance how to cook for her family more efficiently, assisting a teacher working in a classroom of mental retardates or a plethora of other tasks can easily be accomplished by non-college trained individuals who are adequately prepared and supervised.

We have seen the effects of programs which have utilized community people in the helping process and we know that in these experimental programs the effectiveness of the personnel has been remarkable.

Undergraduate college training, however, will be providing the greatest majority of helping service personnel with their preparation in the coming years. Undergraduate preparation for the helping services are necessary and proper and there is no reason to expect that a great deal more will not be taught in them in the coming years, especially as the quality of the students continues to increase as it has been and as young people in general become increasingly committed to spending their lives in an attempt to help others who are more disadvantaged. Experience with organizations such as the Peace Corps, VISTA and hundreds of volunteer service programs all around the United States and Canada unquestionably indicate that the young people of today are more and more enticed and challenged by the various opportunities which are available in the helping services.

Tangentially our attitude should be one of realization that services within the helping professions will undoubtedly change drastically as technological innovations continue to be made. Such things as I.B.M. programming, data processing, computers, use of remote controlled material, teaching machines, etc. will all be utilized to a much greater extent within the field than we have seen them today. We have already seen the appearance of tape recorders, as substitutes for case workers with some success in treating juvenile delinquents as well as the use of computers for diagnosis.

It is my belief that only as we accept a cross-section of people into the field will we be able to feed personnel into the vacancies which undoubtedly will become more and more numerous. Again, our primary source will, of necessity, be the undergraduate schools.

Recognizing that fact, in 1964, Eastern Nazarene College set about to institute an undergraduate degree program which would have essentially three purposes, to prepare students to:

1) enter the fields of social work and social welfare directly from the Bachelor's sequence;

2) enter a graduate professional school after the Bachelor's Degree has been earned;

3) enter either graduate school or employment in other broad areas of the helping services such as public health, vocational rehabilitation, special education, recreation, etc.

Perhaps at this point, some information about the school itself would be helpful.

Eastern Nazarene College was organized about fifty years ago as a private liberal arts institution financed by the Church of the Nazarene. From its inception the college was committed to preparation for the various fields of services such as teaching, the ministry, medecine, nursing, etc. The total student body numbers about 1,000 students, most of whom are in residence and the total focus of the school is Liberal Arts. Approximately 60% of graduating students go on to graduate work at some later date.

The commitment to a strong liberal arts orientation of the school in the beginning caused some degree of concern among the faculty when an undergraduate helping services sequence was in the stages of being formulated. This primarily revolved around the question of whether or not education for this purpose could be defined as liberal arts since it was not only broad in terms of the student encountering a variety of disciplines but also was oriented toward preparation of a student with regard to specific skills which would be utilized. As a consequence of this some of the faculty saw the program as a sequence which would teach a student "how to" instead of simply "about." The resolution of this conflict came as a result of the curriculum structure itself.

The curriculum of Eastern Nazarene College is based upon what is called a four-one-four sequence where the student has the capacity to take four courses the first semester which runs between September and December, one course during the month of January and four courses between February and May. Each of these courses counts four credit hours and the student, in order to graduate with the standard 120 credit hours for a Bachelor's degree, would ordinarily take three courses, one course, and four courses each year for four years. When developing the helping services sequence we accepted the definition of liberal arts as non-technical education and consequently called four of the courses non-liberal arts. The four courses were eight hours of methods, four hours of field experience and four hours of social work survey. We then added those sixteen hours to the 120 traditional liberal arts hours that were ordinarily required and, at present, require for graduation from our program 136 hours which means that a student takes a four-one-four sequence over his entire four years. The students have accepted this wholeheartedly and we have not, at any point, run into problems as a result of our requirements.

In 1964, Eastern Nazarene College had eight students in the helping services program. During pre-registration, this year, 1967, 57 students were enrolled in the program and were interested in the following areas: thirty-nine were looking forward to either employment or graduate school in social work, five were registered nurses and are working for their bachelor's degrees with the eventual goal of entering the field of public health, nine were in special education and looking forward to vocational and rehabilitation counseling and four were going on into recreation work with agencies such as the Y.M.C.A.

It should be mentioned that the program is combined with the college work study program and in the senior year, the students are required to work from ten to twelve hours a week in an agency under supervision and for this are paid $25.00 a week.

The sequence of the program, we like to think, is a program which combines diversity and specialization by including the following: a) Humanities - 24 credit hours including Philosophy, Literature, Art, Religion, etc.; b) Natural Sciences - 14 hours including Physical Science, Biology, General Science, etc.; c) English and Foreign Language - 12 hours which assumes accomplishment at the Introductory Foreign Language Level and if a student has not achieved that level of competence, he will be required to take an additional eight hours of introductory foreign language so that he can complete his intermediate level requirement; d) Social Science - 30 hours including Sociology, Social Welfare from a sociological perspective, Anthropology, Economics, Political Science, etc.; e) Behavioral Science - 28 hours including Psychology, Applied Sociology, etc.; f) Methodology - 16 hours including eight hours of Methods, four hours of referral survey, and four hours of field work; g) Statistics and Senior Research

Project - eight hours and h) Living Issues which is a four hour seminar on current events which all graduating seniors are required to take. In addition to the aforementioned, volunteer work is required in the second and the third years of the program to the extent of approximately four hours a week and it is during this time that the students begin to interact within the context of an agency and begin to work through their own feelings with regard to their career plans.

The entire sequence is accomplished by the student taking courses in ten different departments of the college. The major is interaction of six departments of the college and the rationale for this is based upon the fact that only as a student comes in contact with a great diversity of knowledge can he in fact begin to crystallize his own thinking and begin to relate effectively to people who very often will be very unlike himself with regard to philosophy, value systems, etc.

At present there has not been any real evaluation of this program; however, we are in the throes of developing a program in cooperation with a state-wide social agency which would allow us to do some comparisons between students enrolled in this type of program and those who have received no specialized education at the undergraduate level with the hope of comparing what their roles and effectiveness are with client groups. The only real evaluation we have had thus far is global in its orientation, in that all of our students have jobs well before graduation and all who have gone on to graduate school have done well. At this point we have no real data, just opinion and feed-back and all of this has been positive. The experience of Eastern Nazarene College has been most encouraging. The program obviously is there to stay and the constituency of the school, i.e., faculty, students, employers, community, etc., have all found it a happy and productive marriage.

Specially Designed Programs for the Helping Services
Is this the Year - Is this the Answer?

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The subject is not new and the problem is certainly not new! It may well be that only recently are we coming to grips with the created situation. Since World War II and the administrations of Presidents Eisenhower, Kennedy and Johnson the area of employment referred to as "service-to-people" occupations has moved into a conspicuous position in the labor market. The Bureau of Census estimated that there were 2.6 million persons employed in the Health Services Industry in 1960, an increase of 54 percent during the decade from 1950 to 1960.

The problem is, in brief - a critical shortage of properly and well trained professionals and how to remedy the situation. It appears to be somewhat of a paradox, that the labor supply and the labor market are inversely related. The shortages of warm bodies exists at the extreme opposite end of the labor spectrum from where the shortages are seen.

The professional organizations and associations are recruiting, sometimes intensively and vigorously, with much the same results - shortages. To attend a national convention now becomes a game of sorts, trying to guess where a friend - who last year was in the midwest - is now located. A professional person today will rarely have the same position two years hence. This is a result of the many new positions being created and the critical shortages of persons to fill the positions. There must be a stabilization in order to help bring sanity to chaos. But, this probably will not happen until the shortages are eased.

The solution to the problems then is apparently an extremely simple and elementary one, to make available sufficient personnel trained to fill the positions that are vacant. Now, the problem has been solved and there is no need to continue, only one object obscures this bright solution and clouds the scene, that heckler, the shortages.

The Federal Government and its many agencies are pouring fantastic amounts of money into programs to train people to fill the existing vacancies. For example, the Vocational Rehabilitation Administration is funding programs to train people in at least eleven specific programs of speciality, and there is a twelfth category labeled "Other Fields," which is open to new traineeships as specific requirements arise (1963). To be more specific, consider the area of Rehabilitation Counselor training, where stipends are available for both master's and doctor's degrees at nearly 50 colleges and universities, but many coordinators are lamenting the lack of good applicants.

State Agencies are literally crying for the graduates of these programs, but according to the McAlees and Warren (1966) study there is little chance of these existing vacancies being filled with Master's degree counselors. This same report indicated that as of July 1965 there were some 879 vacancies in the state rehabilitation agencies for rehabilitation counselors. Some 450 students were expected to be graduated from the training programs, and only about one half were expected to apply to the state agencies. The personnel needs for 1966 and 1967 were estimated to be nearly double those of 1964 and 1965, without proportionate increases in trained applicants.

A conference on Supportive Personnel was held in Hot Springs, Arkansas, in September 1966, which brought together administrators of rehabilitation facilities to discuss personnel shortages. Representatives of various professional organizations (American Nurse's Association, Inc., American Occupational Therapy Association, American Physical Therapy Association, American Psychological Association, American Speech and Hearing Association, National Association of Social Workers, Inc., and National Rehabilitation Counseling Association) gave their stand on the use of supportive personnel, since it was universally accepted that rehabilitation facilities were being forced to depend on supportive personnel if the appropriate services were to be offered. Parenthetically, at some time it must be understood and agreed upon that the term supportive personnel will be defined and will differ for the various groups. The conclusions of the conference included the suggestion that the rehabilitation facilities explore fully the sources of assistance within the community, i.e., junior colleges, colleges, vocational-technical schools and on-the-job training, to aid in solving their personnel shortages.

Thus, the colleges have been handed the ball and now must either play the game or lose the contest. This means they must devise innovative programs that will provide a new approach to the already existing programs.

The University of Connecticut, School of Education, has accepted the hand-off and will in September, 1967, initiate a new program aimed at helping to solve the aforementioned problem. The Vocational Rehabilitation Administration has awarded funds for a teaching grant to provide an undergraduate, pre-professional training in the helping or rehabilitation services.

It should be pointed out that the term rehabilitation has evolved to mean more than vocational preparation. It is now a broader term and includes many services which are not vocationally oriented, but are to enable the person being served to become better able to function within his limits. For this reason the term rehabilitation service, in place of helping services, is in my opinion a fitting description for the services rendered. It becomes a generic term and gives some dignity to the field.

Several authors (Ginzberg, 1963, Sussman 1966) have pointed out that in the areas of study being discussed, a large percentage of students are unaware of these rehabilitation service fields until they are upper-classmen or graduate students. Ginzberg (1963) stated that over 75 percent of social work students did not decide upon this field until their last year in college. Sussman (1966) reported in his study of Rehabilitation Counselor Trainees that 46.4 percent gained their first knowledge of Rehabilitation Counseling after college (it would seem that the Public Relation and Information people should be replaced).

These references are mentioned here for several reasons: first, they indicate a need area which can be filled at the undergraduate level, i.e., orientation to the helping services early in a students career; and secondly, they emphasize that the more established professions have for years used a pre-professional approach which appears to be effective, since the students enrolled in the graduate professional schools in many cases are quite dedicated to their chosen calling.

A junior year student at the University of Connecticut enters the curriculum in a program that is as individualized as possible and yet still meets the requirements of the School of Education. It must be pointed out quickly that this is not teacher training, nor modified teacher training. It is a new program with a flexible but required core of subjects that include: Principles of Rehabilitation; Orientation to Rehabilitation Resources; General Psychology; Speech and Hearing; Sociology; Physical Therapy; Special Education; and Educational

Research. There are numerous additional electives available in each of these disciplines and a large part of the project director's time is spent in advising each student and aiding him in planning a profitable and individual program of study.

One can readily see that a wide variety of subjects is covered; however, this is necessary to realize the objectives of the curriculum, which are:

1. to develop an awareness and understanding of the nature of disabilities;
2. to develop a sensitivity to the personal, psychological, social, vocational and economic handicaps which may be attributed to disabilities;
3. to establish an early interest in the field, which can facilitate quality recruitment at the graduate levels. Unsuitable or unhappy candidates can be discouraged from further study;
4. to present the "gestalt" of disabilities, and thus to supply the knowledge essential to an efficient functioning rehabilitation "generalist";
5. to allow for the development of strengths and interests that lead to qualitatively better graduate students and in turn better rehabilitation personnel by matching those qualities with the needs of various VRA funded graduate programs;
6. to develop an awareness and knowledge of the various disciplines within the broad concept of rehabilitation, which will allow for better communication and services to the disabled person.

These objectives were developed to provide the students with an overall picture of the inter- and intrapersonal facets of human behavior.

Supplementing the formal lecture courses is field experience for each student, in order for him to see and become aware of people who are considered disabled or handicapped. Sussman (1966), found that 27 percent of the Rehabilitation Counselor Trainees had no previous direct experience with disability prior to their graduate training. Imagine for a minute, a budding physician who fainted at the sight of blood and did not realize it until viewing his first accident case or operation.

Field practicum has an important place in the overall training. The student is expected to have field placements either in a private agency in any of a number of settings or to have placement with a state agency Counselor (Vocational Rehabilitation, Blind agency, State Employment, Welfare, etc.). The experience of practicum will not make accomplished workers, but it will serve to point out the realities involved in face to face exposure to clients, patients or students. This should come in the final semester of the student's junior-senior year program. During this same semester, seminars should be held once a week, where each student involved in practicum can discuss the events of the week prior to the meeting. This allows an exchange of ideas and thoughts by the students and may help to put their theory and experience into proper focus.

The anticipated outcomes of the program should follow one of several directions. The first direction is negative in that the student decides that this is not his "cup-of-tea." This is fine, since several semesters of graduate school were not spent in pursuing an unhappy course of action. The second direction sees the student moving into employment in one of the helping services and performing many duties which do not require the knowledge and skills of the advanced degrees, but are essential to the operation of the service. These duties would be performed under the supervision of a properly trained and qualified professional. In this way several of the paraprofessionals could be under supervision of one professional, who would then be free for duties requiring the advanced training. The third, and perhaps most important direction is towards graduate study in one of the areas covered in the undergraduate program.

There are real shortages at two levels. The first, which has already been discussed and is mot likely to be seen by the public, is that of service personnel. The second level may well be more critical, because these positions can not be filled by partially trained persons. I am referring to the training level, to the Ph.D.s and the Ed.D.s who have the background and knowledge required to train those students to whom I have referred in this paper. The shortage here is almost unbelievable. Hopefully, the more able people graduating from the preprofessional programs will be directed into graduate programs and some on to training positions. It is possible that with an appropriate background and orientation at the undergraduate level, part of the time required to complete graduate study will be eliminated, thus putting more workers into the field at an earlier time.

To summarize, much concern is being shown for the critical shortage of professional personnel in the rehabilitation or helping services. These openings and vacancies are in some cases unfilled and in still other cases are being filled by persons not trained properly to do the tasks, and this leads only to new problems. The undergraduate program with a Major in Rehabilitation Services will provide a partial but important answer to these needs. The idea of helping people should impress the present day college students, since they seem to be seeking a cause. The helping programs of the Federal Government programs such as the Peace Corps, Job Corps and VISTA are appealing to our young people, and, if they are answering the call to these areas, they should be interested in the program discussed in this paper.

The Rehabilitation Services graduate will be equipped to work in many settings under direct supervision of properly trained professionals, and still other graduates will be encouraged to move directly into a course of graduate study of their choice.

In closing - again the questions, "Is this the answer? Is this the Year?"

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Undergraduate Helping Services in the West

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The need for more trained mental health personnel is obvious. The inability of graduate schools to produce adequate numbers of people is equally apparent, in spite of the increase in the number and enrollment of graduate schools. We must therefore look to new ways of educating additional personnel to enter the field and to evaluate creative new ways of utilizing trained personnel in agencies and institutions.

WICHE's activities in undergraduate education began in Salt Lake City, Utah in May of 1965. At that time over 130 educators and administrators met to discuss and share information then available regarding helping services. They discussed current programs, students that were currently involved or who might be tapped for undergraduate helping services programs, the future of the helping services and the whole issue of manpower and training. Materials at that point were relatively limited and undergraduate helping services courses in the western region could be summed up in one word - California. The remaining western states had not begun to develop undergraduate courses in the helping services. Papers presented at that meeting included: "Current Undergraduate Social Service Education - Developing Structures," by Dean Mereb E. Mossman; "A Challenge to the West: Undergraduate Education for the Helping Services," by William T. Adams; "Articulation Between Graduate and Undergraduate Education for the Social Service Education," by Dean Ernest Witte; and "The Universities Role in Social Service Education," by President Arthur S. Flemming of the University of Oregon.

As a result of this meeting participants gave an overwhelming endorsement of the concept of undergraduate education in the helping services. It was recommended that a series of subregional institutes be held to involve many more persons from higher education and from agencies and institutions.

The proposal was funded by Vocational Rehabilitation Administration and a series of subregional institutes were held between June of 1965 through June of 1966. Institutes were designed to develop new information in the field of undergraduate helping services education as well as considerations and approaches to teaching these courses. There was agreement at that point that immediate attention would be given to the development of interest, support, and knowledge concerning the helping services. These meetings were most successful in these respects, and there were indications that new programs were on drawing boards and other existing programs might be modified and expanded. Colleges and universities in the west were accepting the concept of educating baccalaureate persons to perform some of the services traditionally reserved for professionals, and the agency and institutional administrators were willing to utilize them.

Let me digress for a moment to provide you with a brief picture of the attitudes and values in the region where these programs would develop. Consideration of similarities and contrasts between the west and New England would be helpful when you consider how our knowledge and experiences would be applicable here.

The WICHE region is made up of thirteen states - any one of twelve of those states have a land area larger than the total of New England region.

Looking at this in another way, Montana, for example, has three psychiatrists, two clinical psychologists and eight social workers per 100,000 population (and has a total population of approximately 675,000 people). You must also consider that their services must cover an area more than twice that of the total NEBHE region. Since professional persons tend to live in the urban areas, you can see there are vast areas in the region that are without any professional services and geographic limitations make it impossible for people to avail themselves of services from urban centers. They are without professional services - and I fail to see any appreciable change in this situation in the foreseeable future.

Some have suggested that the development of professional schools in these states would relieve their shortages. I believe this highly questionable since it does not assure that graduating professionals would not live in urban centers where there are cultural activities, a professional community, and where salaries and opportunities for professional development are available.

We must also consider the cultural atmosphere of these states. The Old West is still prominent and independence and self reliance valued.

Thus the climate throughout many of the western states, reflecting the pioneer spirit and the philosophy of immediate justice, is not in keeping with the general philosophy of professional groups that stress that man's weaknesses are a result of his life experiences and, therefore, remedial help is appropriate. In my judgment, as long as these attitudes concerning symptoms prevail, the barriers to professional services stressing causes will remain.

Thus, the coastal states--having the salaries, urban centers, and urban attitudes and values--will most likely continue to recruit and maintain the majority of professionals in the near future, even though professional schools may be developed in the states away from the Coast.

Since we see a preponderance of service being offered by public agencies with relatively few private resources in the west, the attitudes I have just discussed have important implications for budgets and for the type of services to be made available. I note also that my generalizations have some notable exceptions.

Now that I have provided you with a general summary of the geographic implications, the values and attitudes of a good portion of the WICHE region as background, let us look again at the development of undergraduate helping services programs within this framework.

At the conclusion of the first series of institutes in June 1966, there was no doubt that four-year helping services programs would continue to emerge in increasing numbers and that the following year another series of subregional institutes would be initiated to focus upon the development of further knowledge and methods that could be utilized by emerging undergraduate programs.

Plans for the second series of institutes, again funded by the Vocational Rehabilitation Administration and scheduled to run from June of 1966 through June of 1967, were to focus upon the development of methods for the differential use of manpower and upon the development of content areas which could be utilized for curriculum development. To do this, institutes were held bringing together representatives from higher education in the disciplines of psychology, rehabilitation, sociology, social work and psychiatry along with persons from practice representing corrections, mental health, rehabilitation and welfare. Our defined goals were to assist practice to define the tasks the helping services person would perform. The definition of tasks by agency representatives and with the assistance of educators had three primary purposes. 1) To assist practitioners to look at the tasks traditionally performed by professionals and to differentiate between the task that professionals have performed as a result of their competence and the tasks that they have performed as a result of tradition or lack of qualified aides. 2) We also saw this as a beginning step in helping them to define levels of competence. 3) By bringing practitioners from various fields of practice together, we expected to demonstrate the common characteristics and demands of the tasks the helping services person would perform.

If agency representatives could define the tasks the helping services person would perform, then definitions of the skills required to complete these tasks could begin. These definitions would provide content areas which, in turn, could be utilized by faculty in developing curriculum for undergraduate education.

These definitions meant that: 1) Potential utilization of the helping services person would be clearer, so that a baccalaureate person could begin service at a defined level of competence. 2) That the undergraduate program could incorporate sound preparation for graduate schools of varied disciplines. 3) That the undergraduate program could lead to an informed citizenry in matters relating to the helping services for students not seeking a career in them.

Needless to say, many problems arose. I will attempt to point out some of the major stumbling blocks as well as some of the methods that were used to overcome them.

The most prevalent initial issue concerned the concept of liberal arts education. It was feared that we would relinquish a liberal arts education for vocational education. It seems that there was considerable concern as to whether or not a liberal arts education could be maintained while allowing for a specialization. A major in the helping services, however, would demand no more course hours, including field work, than does any other major field. In fact, if the liberal arts are composed primarily of humanistic subjects, then a helping services student, with his concern for mankind, can be considered educated in the best liberal arts tradition. A four-year college career would allow the necessary time for the student to gain a heightened appreciation of the arts and literature - necessary not only for self-fulfillment, but for true effectiveness in the helping services as well.

While the liberal arts concern continues, it appears to be less viable than a few years ago. It exists but has lessened as a practical obstacle in the WICHE region.

Another area that was of great concern to the educators was that the use of field instruction would contaminate education. This issue perhaps centers around whether we teach about social services or whether or not we should also include method courses. Another problem contributing to this concern is that practitioners overemphasize the value of practical experience. The continued suggestion by practitioners is that the faculty does not know the real world by virtue of living in an ivory tower. This does create antagonism which has an impact upon the use of field work in the education process.

Field instruction provides students with an opportunity to test their career choices, to understand the network of social service programs, and to gain some appreciation of the impact of the helping services upon individuals early in their education. It also offers majors in other fields an opportunity to test their interests, which may reduce changes in career choice.

Another area that was questioned was whether or not generic course content could be developed. It did not prove to be a particularly difficult hurdle, however; as agencies began to work to define tasks, they found a number that were applicable.

A side issue of this led to another more far-reaching interpretation. When participants found some difficulty in considering a complete helping services concept, it was suggested that any liberal arts education in any subject would probably be applicable. This stress on an undefined liberal arts education underestimates the skill and knowledge necessary to aid people in distress. This interpretation of the helping services was much broader than our concept and was narrowed after consideration.

A problem which is before us and which we have not been able to effectively deal with at this point, is that of how we are going to evaluate the impact of these programs. There are a number of issues in question. However, we feel that evaluation should not be considered until we have a better understanding of the content that will be developed and when agencies have a better idea of how to employ this new type of personnel. While practice has only begun to legitimize the baccalaureate person, the trend in this direction seems rapid in the west.

Another concern that has been expressed, especially by personnel in graduate schools, is that there is little or no allowance for screening. For example, if a student is academically qualified but has personal qualities that are questionable can he work successfully with clients? Again, this is a matter that has not been resolved but will have to be dealt with in the future.

Another issue, raised by Herbert Bisno, who has served as a resource faculty person, has been that of training for an occupation rather than a particular agency or area of practice. His suggestion is that professionals are persons with a strong occupational identification. At times this may distort organizational goals. He suggests that if we train people at the baccalaureate level for agencies or fields of practice, they may become so oriented to the existing system, and to the frame of reference that emerges from that institution, that they are simply unable to look at it from the outside; or they do not have the perspective so that there can be a balance in the organizational and their occupational values. If a question of ethics arises and the worker has no ingrained professional ethic, he may find himself unwillingly embracing organizational or institutional policies which are themselves open to question, especially since the baccalaureate level worker will not easily command professional respect and support without occupational backing.

Let us now look at some of the overall problems in dealing with these issues. First of all, the field of practice has had an extremely difficult time attempting to define the tasks that the baccalaureate person would perform. Their tendency has been to stress the difficulty of changing current practices; thus it has been most difficult for them to consider what the agencies will be in four years when the first student emerges. It has been equally difficult for those in practice to consider that the relationship of the baccalaureate person and the professional might be compatible and that their levels of competence and responsibilities could be more closely defined. They have had a tendency to tell higher education how to teach rather than to suggest the knowledge they believe necessary. By this I mean they have found it difficult to list a series of skills that might be taught at the undergraduate level even when structured material spelling out an approach to this was provided. They have tended to make judgments and evaluations of potential responsibilities without creatively attempting to outline possible improvements.

In attempting to reduce these problems, Dr. Eugene Koprowski analyzed numerous job descriptions as a means of defining tasks. Job descriptions, however, are primarily for salary or recruiting purposes - they are not designed to build curriculum nor do they necessarily describe the tasks that the employee performs. Also, tasks are defined in terms of what the agencies want now and the job descriptions are not concerned with what will evolve. Another problem with using job descriptions is that they are filled with standardized phrases imbedded in bureaucratic structure.

In spite of these problems, we were able to use the job descriptions to identify task repetitions. We found in the job descriptions from numerous agencies that tasks centered in four areas: 1) client relations, 2) training, 3) outside contacts, and 4) administration.

This was helpful to participants in attempting to look at what their staff was actually doing. It had the side effect, however, of encouraging them to look at the status quo. To deal with this, we translated the tasks to roles in which the helping services person would act. The roles we defined were the change agent role, the research role, the administrative role, and the liaison role. Using role as a reference point rather than the task assisted participants to an individual interacting within a system and a changing concept of the agency and its personnel. For each of these roles we asked what is being done. We were seeking then the verbs such as teaches, supervises, arbitrates, interviews, etc. We then asked to whom the role was being applied and for what purpose. Our thought was that by looking at each application role, we would later be able to make some preliminary judgment concerning the level of competence needed and, therefore, how much knowledge is necessary for effective performance.

These considerations are at their most basic stage, however, and a great deal of work must be done before any definitive material relating to levels of competence can be developed.

Another area that I have not discussed in any detail is that of the WICHE summer work-study program, which has been active in the west since 1960. The focus of this program has been to interest college students in the field of mental health in its broadest sense. Our method has been to bring students to an institution of higher learning for a summer quarter. They spend the first week on the campus gaining some understanding of field service, and some information regarding mental health and related areas. They are then placed in any number of agencies - correctional, mental health, rehabilitation, welfare, schools for the retarded, etc. They spend eight weeks in the agencies where they receive both pay and credit. The last week they return to their college or university campus. At attempt is made to integrate theory and practice and faculty supervision is directed toward helping them to make these relationships. This has been a most effective means of recruitment. Our trend in the last two years has been less toward upper division students who might enter graduate schools, but more toward students completing their freshman or sophomore year who could either enter undergraduate programs or go on to graduate school. This is an excellent recruitment device and is supported by higher education and administrators in practice, and it has been received enthusiastically by the students. Preliminary research indicates that a high rate of these students are entering the field.

I have spent considerable time talking about the problems of administrators in trying to define the level of competence required at the baccalaureate level. These definition efforts become extremely important, since professionals will work effectively with the baccalaureate person only to the point that their roles are defined and since we can prepare the baccalaureate person only if we define what he is expected to do and what he must know. Until we have some understanding and willingness to support this effort by administrators, the student will not be accepted. We have invited the participation of state personnel directors for this reason. Unless they are involved, appropriate job descriptions and salary schedules will not be available and we will be educating the student for a dead end.

We have found that individuals within the professions vary in their opinions as to whether or not a worker with only a Bachelor Degree can work with people. With our emphasis upon an interdisciplinary approach, there is a great deal of tradition that must be overcome. There is a wide difference in opinion as to the use of field instruction. All of these issues will become prominent as new curriculum series are proposed within the existing framework of colleges and universities. There is also a tendency to gather a smorgasbord of current courses and call this an integrated helping services program instead of restructuring knowledge in creative new ways. This attempt will only serve to obscure the problem of manpower which will make eventual solutions even more difficult.

Undergraduate helping services programs are emerging in the west. The states I referred to earlier do not and will not have adequate professional staff in the immediate future, and the needs are increasing. States primarily on the pacific coast have felt the impact of the manpower shortage to a lesser degree, but the shortage is becoming more and more apparent. While there is some hope that graduate schools will somehow develop the personnel, this idea is becoming very difficult to maintain in light of overwhelming fact. Thus, these states too must look for alternatives.

There is no longer time to consider whether or not baccalaureate persons are prepared to work with people. Many are performing the tasks at this time; we cannot continue to set high standards and accept "underfills." I suggest we face the problem and develop qualified aides with defined expertise. Also, the professions cannot fail to consider the contributions of undergraduate education in meeting manpower needs. Instead, they must offer leadership. Otherwise less than the potential ends may develop.

In considering the roles in which the baccalaureate person can perform, we must not avoid the development of alternatives merely because there is very little definitive information. In time we must consider the relationship between undergraduate and graduate education. We must define those qualities of graduate and undergraduate education which are unique and those which are common in their objective. The baccalaureate person must be prepared to understand his own responsibilities and also to see his own role in relation to professionals and others with whom he will be working.

Since there are states with little hope of developing professional services, it is possible that professionals be trained with a greater knowledge of supervision, administration and consultation so they could assist in the development of teams utilizing the baccalaureate person as the primary source to the client. This may sound like heresy at first, but the alternatives are even more grim and the current models are not going to approach the growing need.

Our focus for next year at WICHE will be to utilize the materials which we have gained to assist emerging programs. We currently have knowledge of approximately twenty schools of undergraduate education under various titles that are emerging or expanding and changing their focus. Our method next year will be to develop resources with expertise in curriculum development, and manpower utilization techniques that can be made available to colleges and universities.

We have only begun to consider the problems of developing faculty to teach these courses, but this is another area which will require thought, study, and experimentation.

If we continue to debate the issues, the programs will begin while the dialogue continues. WICHE's responsibility, as well as that of many others, is to assist in providing the resources for meaningful and effective development.

IV. FIELD PLACEMENTS FOR THE UNDERGRADUATE

Field Placements - A Way of Knowing

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It took the breathless excitement of a college sophomore who said, in connection with her first field placement, "You mean I'm going to meet and work with a real live social worker!" to confront me sharply with the fact that the "real live social worker" is not an accessible model like the teacher or the doctor in the community. But if one ever has question about the value of carefully planned field placements, one has only to listen to students. One has only to ask students - undergraduates and graduates - to hear an overwhelming confirmation of the relevance of the experience to many aspects of their lives. Whether or not they become social workers, they see the combination of course sequence and related activities in the community as the most significant contribution of their undergraduate studies to their development as effective human beings. One cannot dismiss such student perceptions lightly.

One suspects, however, given the grim realities of limited financial resources, shortage of qualified faculty, pressures to increase student enrollment, and lack of adequate space, that no academic institution will consider field placements solely because of students' perceptions. What then makes this time-consuming activity relevant to academic purposes? One may suggest a number of factors.

Field experience is an effective way to:

1. develop the student's knowledge about man and his society;
2. improve the student's ability in communicating, organizing time and work, observing, thinking critically, and solving problems;
3. broaden the student's experience base, which enriches classroom learning;
4. encourage the student's involvement with people and with the serious problems of our times;

5. facilitate the student's *growth* in self-awareness, sensitivity, and the evaluation of his strengths and weaknesses;

6. demonstrate the academic institution's *commitment* to the community in which it exists.

The community as a laboratory for the academician is not a new idea, but it has renewed importance in the second half of the 20th century.

The student studying individual and group behavior can know, intellectually, a child's need for limits. But put that student in a settlement house as a leader of a youth group and another "way of knowing" becomes possible. Confronting him is his own need to be liked, and therefore his reluctance, sometimes absolute inability, to say "no" at the very same moment that his mind tells him that limits must be set. What he does with this ambivalence moves him to a new and more complex level of awareness, to a new way of knowing.

The idea of cultural difference hits him with a gut reaction when he discovers that a 13 year old girl in his group is an unwed mother-to-be, or when he *hears* a strange new language, or when he *smells* dirt, or when the white student, perhaps for the first time, spontaneously *moves* to put his arm around a Negro or Puerto Rican child. And what a sense of *power* he uncovers in himself as he nears the end of this experience and realizes that despite all the barriers imposed by difference, despite all his fears and anxieties, he has seen and accepted the child, and has contributed something positive to his growth. Often he says, "You know, I see my kid brother differently now, and I respond to him differently," or "My parents still bug me at times, but *their* job isn't so easy, either."

The pain of separation and the difficulty in saying good-bye, when experienced in relation to course content, can result in this new way of knowing. Students learn their own need to hold on to their groups, and then go on to discover that they can channel these needs with a new self-discipline, in order to free the child to say good-bye in a way that promotes his independence. The academic discussion of defense mechanisms comes alive when students share in the classroom their different patterns of leave-taking.

This is but a brief sample of what may occur during the first course in our sequence at Temple University. The junior course, which deals with social welfare institutions, requires what I call "Field Involvement." A student may choose to deal with a social welfare problem. After he has defined the problem and read the literature, he visits one or two agencies attempting to meet the problem. He reports back to class, again with a gut reaction, the jolt he received when he saw suddently a whole room of old people, immobile, sitting in silence, staring into space, existing like vegetables. The class has a more personal and intense appreciation of ideas about political power, learned in their courses in political science, of the statement that the poor on welfare do not have power, of the significance of the black power issue, of the difference between laziness and hopelessness. Another student, who has chosen to work with a welfare rights organization, brings in a welfare client who educates the class about her perception of the welfare agency. She indicates with unmistakable clarity and dignity the way she views her "social worker" and the way she'd like her social worker to be. The class, seizing upon the dysfunctions of a bureaucracy, gets one view. But the functions of a bureaucracy take on a different dimension when the students visit a public agency, see an administrator pushing "hot buttons" to bring about change in his own agency, and hear him urging them to demonstrate against indecent conditions in an institution for which he has partial responsibility. The revolutionary nature of this gradually dawns on students, and they have a new illustration of Maslow's self-actualization level applied to an institution. More important, they discover the connection themselves.

In the Senior Seminar the focus is on social work. How does the teacher help students get a beginning grasp of the generic aspects of the profession? Field experience in a capstone course usually evokes deep involvement by the student. Put fifteen agencies into one class! Give the fifteen students case records in varied settings, dealing with varied problems, and using varied processes and ask the class to search for the common threads that identify the helping process. In no time at all they are adding personal experience in their agencies to the printed matter they are studying. Initially their discoveries are stated in their own language - no question at all of whether they understand! - and as they study, read and work they begin to develop the professional terminology. Once the likenesses are discovered, the differences are not so difficult or overwhelming.

Let me not forget the rats! The student is a little less complacent about families living in rat infested houses when she is suddenly confronted by a rat during a visit to a client. And she is a little more confident, when recounting the event to the class, as she suddenly realizes she didn't faint, didn't become paralyzed, and even managed to hide her fear. The teacher now has an opportunity to reintroduce content from the junior year, by reviewing societal values (why do we let people live this way?) change and resistance to it (what alternatives exist?), planned changes (how do we bring about change in an agency?), and developing new questions and solutions in a dynamic society.

How do we teach the concept of identification? Listen to the students boast about "MY agency, MY supervisor, MY client" and confront them with what they are saying! Opportunities for connections bombard teacher and students alike, and each is left savoring his own private discovery.

This is a hard way to teach! The teacher has to know, to perceive, to demand, to support. To achieve an identifiable, manageable whole in content alone is a difficult task, for there is the constant search for the larger and larger connecting ideas, the essence of the content. But to integrate class and field in undergraduate education, to bring cognitive and affective processes together, is the real challenge, the extra spice that transforms an ordinary stew into a gourmet's delight. In this struggle, the teacher finds himself needing to know more, and finds himself learning more through a new kind of dialogue with colleagues in other disciplines.

The teacher makes his own discovery that Maslow's hierarchy of needs, in addition to being a useful tool in teaching human growth, has implications for the study of an institution, and both are connected to the views of man which introduce the first course, and which conclude the last course. And Buber, Knopka, Erikson, Leibnitz, Perlman, Marx, Malthus, Keyserling, Spencer, Darwin and Freud are suddenly connected in larger gestalts. The teacher can leap from the year 1601 to 1215 to 1967 to the 1st century, and the students can make the leap, too. As the teacher learns that the unexpected (the great or terrible thing that happened in the agency) becomes the expected in the classroom, he finds himself developing another dimension in his intellectual process and new power to engage his students in learning. He also works harder than ever before in his life. His reward is only inner satisfaction. The moment of joy comes when students say: "You know, I'm lucky this term. For the first time in my life all my courses fit together." The teacher replies: "No, for the first time in your life you have the power to fit them together--you have a new way of knowing."

I don't for a minute want to minimize the time, effort, and cost of developing field experience or to paint a Pollyanna picture of its perfections. There are problems galore! Who should do the placement, and what does one have to know to make intelligent placements? How can the university or college put in its demands and still meet agency needs? What is the role of the instructor and the supervisor? What distinguishes graduate field work from undergraduate field experience? What channels of communication need to be established to meet problems encountered by university, agency or student, or, better yet, to prevent problems? For what will the student be evaluated? Who will grade the student, if grades are necessary? What kinds of experiences can the agency offer, what kinds of services can students give? How does the agency Board of Directors justify budgeting supervisory time for undergraduate students? Should students learn practice skills? How can a field experience provide simultaneously a bird's eye view of the profession and a worm's eye view of one agency? What clock hours are given to faculty for teaching, for field and for advising? How does one get such a program accepted by the university, the agency, and the community? What kind of research is possible to explore the outcomes or to examine the value of the experience?

There are many questions and many answers. And in a sense this is right, for here too the process is the important factor, and each academic institution has to discover its own questions and seek its own answers.

Let me close with some very profound advice--the only claim I make to making any profound statements--but this is a bit of wisdom learned the hard way. If your institution won't provide administrative time and sufficient clerical help from the very beginning, don't begin! That is an important thing to know which I found by putting experience into my thinking - a new way of knowing.

Field Placements Within a Public Agency

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In considering the use of field placements in the helping services, sometimes referred to as Internship, it is necessary to view the experience both from the point of view of the agency in which the placement will be made and from that of the student undergoing field placement. It should be considered that the practice of the helping services is both an art and a skill that can only achieve a degree of maturity through experience. The student may have undergone a broad range of learning experiences in the classroom prior to approaching a field placement. He may have investigated the many dimensions of the practice of his profession and have developed a cameo-like impression of the manner in which he would apply his skills, but he must also be confronted with actual work experience as embodied in the problems presented by a living human being. Preferably, he will be assigned a limited number of "cases" which he will explore in terms both of the problems they present and the services offered by the agency in which he is doing his placement. At this point many students of the helping services begin to run into trouble. Depending upon his own personality, the philosophy of the school from which he comes, and the nature of what he has been taught by his instructors, the student will begin to achieve a varying degree of comfort or discomfort with the role assigned to him. This may be more particularly true in the legally constituted public agency, whose role and function are carefully defined by law and where the kind and mode of service are specifically indicated by the wording of the legislation which brought that agency into being. At this point, for purposes of presentation, I must confine myself to the public agency which offers service through professional persons whose primary mode of function is the skill of interpersonal communication. The use of this skill depends very much on the ability of the professional person to withhold his own personality and to permit the person being helped an equal role in the relationship. A close approximation of equality ensures that the relationship will be governed by the needs of the person being helped. The young professional, the intern, must now fall back on his own resources, on what he has been taught about the work he is ready to attempt and the manner in which it ought to be carried out. For some, the restrictions of the agency become a severe threat. They see themselves as being hampered in the full application of their skills to the "real" nature of the client's problem. At the very worst, they will deliberately flaunt the roles of the agency and enter into a relationship with the client which is entirely inconsistent with the nature of their field placement. At the least, they will chafe under the restrictions and find their progress in the placement impeded by the expenditure of too much time and emotion on these frustrations.

It should go without saying, but it must be said, that no student in the helping services should be assigned to a field placement without a sufficient degree of supervision to enable him to experience this as a true learning experience. A good supervisor does not only instruct him in the rules of the agency in which he is placed, the policies which enable those rules to be carried out, and the resources which the agency uses to accomplish its task. The good supervisor also explores in depth with the student his experiences in encountering the problems of his clients and his experience in attempting to apply the knowledge of his profession. This should provide the opportunity not only to learn what was right and what could have been done better, but why it was right and why another mode of approach might have been more or less successful. The student who spurns the regulations of the public agency in which he is placed and who flaunts them to a greater or lesser degree is actually restricting his future learning rather than freeing himself in the practice of his profession. While we would not presume to say that any legislation or any code of regulations is perfect, most have been written and devised by persons who bring both experience and wisdom to their task. These rules and regulations are carefully designed to delineate the given assignments or the purposes behind the legislation. They provide a roadmap by which the person working in a public agency is shown the terrain within which he is to function and the manner by which he may be able to go from goal to goal. Many students chafe at the "rules of eligibility" of many public agencies. They are often heard to remark that they cannot understand how an agency can be so arbitrary as to choose to serve the problems of some people while others are turned away with their problems unsolved. The phenomenon which these students observe and which distresses them is the simple fact that any given agency recognizes that it cannot solve all the problems of the world and that, if it is a public agency, the problems which it may attempt to solve are carefully defined for it. The goods and services which the agency may use in the accomplishment of its work are included within the definition of its assignment and, therefore, when the agency defines its criteria of eligibility, it is simply defining the kinds of problem with which it is prepared to deal and for which it may reasonably be expected to have some kind of solution.

A very broad, philosophical approach is used in many segments of the educational field to train people for the helping services. This can be excellent for more mature students since it gives them a broad background and allows a flexibility in their adaptation to their field placement. However, for others, there may be a need for a greater or lesser amount of instruction in the nature of the individual agencies to which they will be assigned, and in the history, background, and manner of practice of these agencies. It is not to be expected that the educational facility can provide detailed instruction on the kinds of forms that will have to be filled out or the exact mode of recording of activity in which the student has engaged and other specifics. He may very well need some instruction on the "why" of the paper work which he will encounter. If he can learn prior to his field placement, that he is going to have to process a certain amount of paper work and can come to understand that the forms are to serve him rather than he the forms, he will avoid wasting valuable time once he is actually on location in the agency. There are many excellent reasons, which need not be detailed here, for understanding how to efficiently process the forms used by most public agencies.

While the student assigned to a public agency for field placement should not be considered as "free labor" by the agency, neither should the student assume that he is free to use his time in whatever manner he chooses, even if it conforms better with his general educational goals. During the time that he is on assignment to the agency, the student should be expected to conform to all of the personnel policies and practices of the agency to which he is assigned. This will mean that he will report to work at the established hour and take his "breaks" at the established times and will complete the full work day. It should also mean that he will not be absent from his place of assignment without informing the person responsible for his supervision. Unfortunately, some public agencies do see student interns as a way to get some extra work done, particularly when it involves unpleasant chores that the regular professional staff have been avoiding. While it should be understood that students can, and in some cases must, learn from some of the less challenging and less exciting aspects of the job, these elements should only be assigned to them by the agency when they are specifically part of the learning experience and take place under supervision. Unfortunately, some public agencies will not consider accepting for field placement a person who is not a good prospect to be hired by the agency when he or she has completed field placement. This is a serious mistake on the part of the agency, since we must not only be concerned with acquiring competent professional staff, but also with raising the general level of practice within the profession. This may, on occasion, involve considerable expenditure of time on the part of some agency staff to supervise and train a given student in field placement, even when the student admits at the beginning of his placement that he cannot possibly consider employment with the agency upon graduation. If an agency administrator must be selfish within this context then let him be selfish enough to realize that such a student is going to talk to his fellow students about his experience in that agency. If the experience has been good and the student sees the agency administrator as a far-sighted individual who is broadly concerned with the development of the profession, he will so portray the administrator to his fellow students, with the distinct possibility that some of them who may have done their field placement elsewhere may well seek employment in that agency.

As in so many other situations in our modern society, the experience of field placement in the helping services must be a two-way, working relationship between the student and the agency. The student needs the experience, the practical application of his academic background in a setting which does not yet place upon him the full responsibility of his profession. He needs the opportunity to continue to learn and to refine his knowledge within the actual context of practice. By the same token, the student is responsible for recognizing that he cannot have a truly satisfactory learning experience within the agency unless he does this within the context of the agency itself. This means that he must, and I stress must, learn not only what the agency does but how it does the job. If he does not, he may well have the challenge thrown at him, as it was to one of my former students: "How can you sit there representing this agency and tell me you don't know the answer to a simple question I just asked you about what this agency does." Taken in context by a skillful worker, such a statement poses no serious problem; when experienced by a beginning worker, however, it can be a simple indication of the fact that he does not know what he was talking about and that to some extent this is his own fault. The agency must provide a supervised learning experience of a high professional quality with no other goal than providing this experience, while the student must bring to the experience an open, seeking mind, a recognition that there is no such thing as perfection on this earth and a sincere desire to profit from every experience encountered.

Field Placements Within a Private Agency

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A good deal of attention has been paid recently to the coalitions which must be formed between educational institutions and the community if adequate education is to be provided for students to live and work in today's changing society, changes that are difficult to understand - changes that effect your students on your insulated campuses. The Great Society programs following on the heels of the Civil Rights Movement and tied in with the struggle in Viet Nam are trying to tell us about a world, a city or a neighborhood in which some of us live high, some of us live low, and the result is lost manhood, lost manpower, and lost brainpower, because our education exposes us to few experiences that are real.

Many innovations in curriculum design and practice have been instituted at all levels but few have involved exploring community resources and the specific role they can play in a partnership to provide field experiences in the helping services. Impetus has been supplied by the Federal Government, trusts, foundations, the academic community, unions and some private agencies but the focus has generally remained within the internal structure of the school. This focus must be broadened to include the community agency, if the agency is to provide relevant field experiences that will enhance students' learning and growth while at the same time providing needed community services.

The social work profession has recognized this and throughout the years resisted pressures to reduce the number of hours of field work. Essentially, it has been felt that "to study social work without supervised field work is not to study social work at all."

Settlements, the social agency I know best, can provide excellent and viable field-work opportunities for students in observing methods and working with people. Add research if you must. The settlement orientation of working, sharing and involving people at their neighborhood level within its service area should provide a local focus that makes definition of assignments an easier task.

However, settlements have a job to do with whatever help is available. Their effort is to mobilize whatever resources they have in the most effective and useful way to get the job done. If there is to be a clear relationship between field experience and the classroom, schools must begin a dialogue with settlements on teaching objectives, methods of instruction and relevant meaningful field experience to see if both can get what they want from the placement.

Schools must know something of the structure and philosophy of the settlement and the practical aspects of the helping services profession and they must either see how this can be a good working partnership or be knowledgeable enough to make reasonable demands which can be agreed upon to everyone's benefit.

What can a student get from a field assignment? Let me use a work-study student as an example. He worked 15 hours per week for 30 weeks and 40 hours per week for 12 weeks. He has gained a sense and a feel (not understanding) of the people, how they live, what their frustrations are, how they handle them, how they raise their children and what their expectations are for them. He appreciates the diversity of social class levels and the life styles that each brings to the community. He can talk about the failures and the successes of social work and the job of the social worker. He has learned much about himself, his strengths, his limitations, his fears, his attitudes, his aspirations and can start to initiate a realistic appraisal of his capabilities. Lastly, he has made a contribution to the lives of children and adults and is proud of what he has accomplished. He has gained a sense of identity and a sense of contributing to a worthwhile project and cause. He sums it up this way: "I had no idea how wonderful people are. I have learned more as a result of my work here than I can tell you. I hate to leave this job. It's the most rewarding thing that has happened to me."

The agency's answer concerning its contribution to the field work student sounds like this: The student can gain knowledge about the many diverse ethnic and economic groups of the district, the tremendous range of problems, the institutional and cultural life in the community, and the variety of services and programs available to meet these needs. The student can be given a meaningful assignment which will expose him in ways that will supplement as well as reinforce his academic pursuits and help him refine theory through practice and vice versa. But the agency does not say who is to tell me what his academic pursuits and theory are so that I can refine them and vice versa.

For instance, a student in education who volunteers his services as a nursery teacher's aide once a week for a semester may learn and be an asset. At the end of the semester his commitment is finished. But a good teacher does not have the time to give to a different student each semester, to say nothing of his concern for changes which effect the children. But if the student could be assigned by regulation of curriculum from October through May, the job assignment might be of value to the nursery program. This value can be further enhanced if the school has a role with the nursery in upgrading its teaching standards.

A very specific example of the ineptness of the community-school relations is the work-study program. We can agree this is basically a money program. But we might also possibly agree that the schools have a responsibility to know what students are doing and if work can be related to study. Did any school attempt to use off-campus jobs as a bridge between school and the community agency? Would it have been possible? Do schools see this as a possible supplement to student education? Or did schools go to the community because they ran out of campus jobs? What do schools want for students that a settlement house can, as a partner, help provide for students?

Many private agencies have had long years of mutually beneficial experience with the use of students in their programs. This is probably more true of agencies providing group work, recreation and leisure time services than, for example, the Society for the Prevention of Cruelty to Children. However, the Careers for Social Work Program has been able to place students potentially interested in the helping professions in most private agencies. They work as case aides, group workers, special interest leaders, friendly visitors, baby sitters, intake interviewers and on and on. The jobs they can be helped to do is not the problem. The jobs are there. However, few agencies can afford to pay the salaries and make staff time available for the necessary regular supervision and in-service training for a worker who will be available for only a short time. Yet, as I think of the racial strife, the war on poverty, the maximum feasible participation of the poor and the range of problems with which a United South End Settlement attempts to deal, it provides a laboratory with all the essential ingredients for essential education of the college generation. Therefore, if we are to discuss a proposal which uses community social welfare facilities as a field placement where theory can be translated into action and where the student will gain invaluable work experience and training, let us test these questions for validity.

Agencies know the kinds of personal characteristics and qualifications they want with the kind of skills necessary to do a useful job service. Do the schools know what they want the student to gain from the field placement?

Agencies welcome to some extent the responsibility of making their operations training stations for students, but they want firm commitments for a period sufficient to give something to the agency and to the community, as well as to the student. Are schools willing to build the field placement in as a credit part of the curriculum?

In the South End of Boston, The United South End Settlements has started demonstration programs for newcomers, Puerto Ricans, and southern migrant Negroes; for getting information about community resources and new opportunity programs (SNAP, SEMCO, Urban School, ABC, YETC);* supplementary education and cultural enrichment programs; training and employment for those who normally do not read newspapers or believe the radio or TV announcement is for them; health, medicare, medicaid, hospitalization services; public welfare services; housing, code enforcement, rehabilitation; urban renewal and citizen participation. Are these possible areas that you believe can provide a field experience that will enhance the student's perspective of the world in which he will have to work? We believe these areas offer a rich and unparalleled variety of challenges and learning opportunities.

I suggest schools develop descriptions of the kind of experience they believe will be helpful to students in particular areas of study and determine which agencies are able and willing to supply this experience. Are schools prepared to pay to agencies the cost related to working with this new untrained manpower and make it financially possible to provide the unit supervision necessary to reach the schools' goals which make the field placement an integral part of the education process?

There is a critical and urgent-pressing need for the advancement and expansion of undergraduate education in the helping professions both for direct entry of graduates into practice and as preparation for graduate education.

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*South End Neighborhood Action Program; South End Manpower Program; Action to Boston Community Development; Youth Employment Training Center.

Presently, agency staff is being recruited for social welfare services directly from college. These college graduates perform 75% of the services provided for clients. The need is to equip this staff with more technical skill in order that they may be of greater service to clients.

Rapid change is the order of the day, but a great deal more must be done by a great many more institutions before intelligent innovation becomes commonplace.

Field Placement Within Institutions Working With the Public Offender

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The Challenge of Crime in a Free Society, the recent report by the President's Commission on Law Enforcement and Administration of Justice, has a lot of thoughtful things to say about what is right and what is wrong in the way we as a society go about the task of controlling crime in the United States. My brief comments today concern some roles that I see the colleges can play in preparing some of its graduates for careers in the correctional sector of the field of "crime fighting"--a sector in which there are too many things that are wrong.

By "Corrections" the Commission report refers to America's prisons, jails, juvenile training schools and probation and parole machinery. They note that this is the part of the criminal justice system that "the public sees least of and knows least about." (p. 159)

> Corrections is not only hard to see; traditionally, society has been reluctant to look at it. Many of the people, juvenile and adult, with whom corrections deals are the most troublesome and troubling members of society. . . . Society has been well content to keep them out of sight. . . . Its invisibiliry belies the system's size, complexity, and crucial importance to the control of crime. . . . In the course of a year it handles nearly 2.5 million admissions, and spends over a billion dollars doing so . . . (yet) a substantial percentage of offenders become recidivists, they go on to commit more . . . and often more serious crimes. (p. 159)

The Commission found that the conditions under which most offenders are handled are often detrimental to rehabilitation. These conditions are viewed as "the result of a drastic shortage of resources together with widespread ignorance as to how to use the resources available." However, the Commission also saw signs of hope that changes could be made:

> . . . a number of imaginative and dedicated people at work in corrections . . . a few systems where their impact, and enlightened judicial and legislative correctional policies, had already made a marked difference; a few experimental programs whose results in terms of reduced recidivism were dramatic. (p. 159)

"But," they caution, "many of the new ideas, while supported by logic and some experience, are yet to be scientifically evaluated. Nevertheless, the potential for change is great." (p. 159)

Anyone who has worked in, with, or near corrections cannot fail to agree with the Commission's findings that the field is in dire need of new ideas. Corrections is a practical field, dominated by the doers, not the thinkers. Its representatives are often of ultraconservative stripe, ideationally bankrupt, often neither well-educated nor even in touch with any intellectual base upon which to construct and operate their enterprise. Nor is the intellectual base particularly sophisticated, clear, or scientific--when there is one. Many, myself included, do not find any single intellectual discipline which can currently be said to have developed the essential theories, methodologies and concepts for this field. Sociology, psychology, psychiatry, law, education and other disciplines certainly contribute helpful ideas to correctional practice, but there is no essential agreement among correctional practitioners as to which discipline offers a fundamental orientation.

As a one-time correctional practitioner I found my professional training in clinical psychology invaluable in trying to make sense out of who and what I saw in the field, both with regard to the Keepers and the Kept. I also found that I increasingly drew on the little sociological and anthropological course work I had had for new ideas and orientations. Ultimately I even added a sample of the law to my intellectual diet, although I do not think I really digested it. While this hybrid education gave me few concrete answers to the puzzles that confronted me, it did give me some different ways of looking at the puzzles, a variety of perspectives if you will, a tendency to be critical and to question, and a belief that the puzzles can be solved through creative thought and experimentation.

But by and large when one looks at the education and training of both the managers and the line personnel of the correctional establishment, one finds that college preparation is usually not required except for probation and parole staff. Graduate degrees are more frequently required by juvenile agencies than by agencies serving adults. Indeed, personnel qualifications are lowest for those who work in adult institutions. A recent study (NCCD, 1966) revealed the startling information that 53% of local jails and institutions had NO education requirement either for entering the custodial staff or even for becoming a Director or Superintendent. 42% of the state adult institutions require NO education for its custodial staff while 48% of these institutions have NO educational qualifications to become a Superintendent. (One could infer here that you need less on the educational ball to be a "chief" than to be an "indian.") Even at best, only 24% of the state institutions require a college degree for its Superintendents.

None of this is to say that there are not college educated men and women in correctional work in greater proportion than the states and local communities require. But in my experience the numbers are still too pitiably few and the turnover is far too heavy. If the correctional field is to better its dismal record of results, it must upgrade its personnel standards considerably. At the same time it must recognize that better prepared people require better salaries, more reasonable and bearable case loads, more opportunities for imaginative experimentation and for career growth--especially if college graduates are desired. In the past the low visibility and low status of correctional work has deterred many a potentially valuable person from seeking employment in this field. During the Great Depression, however, a large number of unusually competent college graduates entered corrections because jobs elsewhere were so few. Many of them left, of course (President Dickey of Dartmouth, Arthur Schlesinger, Jr.), but many remained to become valuable leaders in the field.

Despite the recruitment disadvantages of correction it does have "one thing going for it"--the essential drama of crime which in real life is often more complex and gripping than it is in fiction. In addition, the clientele are often so battered and damaged by life, so pathetically childlike and hungry that many are moved by compassion and by their own "rescue fantasies" to lend a hand.

Clearly the colleges are a source of supply not only of professional workers but also those who can be relatively quickly and easily trained to perform certain professional and sub-professional roles. It is apparent in correction, as it is in health and welfare agencies, that the graduate schools cannot provide enough social workers, psychologists, guidance and rehabilitation specialists and researchers, to make a significant impact on present and future programs. There is an increasing need for the "professional" to train eligible men and women to fill many new roles and many old roles which were once viewed as requiring professional skills. By a flexible interpretation of the term "eligible," I believe it will be possible to find and train both college and non-college educated people in the rudiments of many correctional practices which, in my experience, they can often perform with a surprising vitality, initiative, and ingenuity--perhaps because they are unhampered by some of the built-in preconceptions of the professional as to what one can and should do. The increasingly effective use of correction officers as group counselors is a case in point.

I believe that a broad liberal arts education is a useful preparation for further training in correctional practices. I do not believe that coursework in the social and behavioral sciences is the only road to the development of interest in and understanding of social deviation. What contact with these sciences does provide is one or more frames of reference, useful methodologies, and a sensitization to many dimensions and nuances of human behavior and experience. I am less impressed than I was with the need for people with technical information about correction; I am more impressed by the need for intelligent, rational, humane individuals who care about their fellow citizens (even though many are disagreeable) and are willing to work constructively in their behalf. There are too many in corrections who in the name of realism have lost their essential belief in the reformability of their clients. We badly need healthy criticism, not disgruntled cynicism.

Concretely, we need to develop interactive programs at the college and agency levels to guide the idealism of students to and through an active involvement with the real problems of the Offender. To date there have been a few programs designed to promote this involvement, some well-organized, some quite informal. Professor Albert Morris reports at length on these programs in Correctional Research, a bulletin entitled "What's New in Education for Correctional Work," published in November 1963 by the United Prison Association of Massachusetts. He notes that Criminology as a course offering in sociology is becoming increasingly popular and that many colleges are extending their offerings in Juvenile Delinquency and Penology. A few colleges have more extensive offerings but generally emphasize "a liberal and intellectual, rather than a technical or professional approach to criminology and with primary emphasis upon the field as a source, a testing ground and an area of illustration of sociological generalizations and principles." (p. 25) Some schools are able to provide sufficient coursework so that majors in sociology and psychology can acquire a specialty in criminology or correctional administration. Morris notes that the University of California at Berkeley, Fresno State College and Florida State University offer undergraduate majors in Criminology. Other colleges and universities offer Criminology as an area of specialization within departments of sociology: Boston University, University of Illinois, University of Iowa, Los Angeles State College, San Jose State College. Professor Morris did not report, and I know of no departments of psychology that offer courses oriented around the Offender. Many textbooks in Abnormal Psychology and Adolescent Psychology, and a few in Child Psychology, discuss juvenile delinquency and adult criminality *in passing*, but the substance is relatively meagre and simplified.

A large number of undergraduate Criminology classes take field trips to courts and local correctional institutions to enliven and make more real the subject matter. In my experience, this contact can be stimulating and rewarding to students depending on who their "guide" is. Some correctional "guides" are well-informed, articulate and enthusiastic about their institution or agency; others are ill-informed, hostile to students, and defensive in response to their questioning. I recall one correction officer who was enraged by the rather perceptive questions put to him by one student group. He complained later that "they had no right" to ask such questions.

Unfortunately, this "one-shot" exposure to "corrections in the raw" is not often really involving--it may be only entertaining, frightening or both. I agree with Professor Morris that more carefully planned close collaboration is needed between colleges and correctional agencies so that students can have field experience with some breadth or depth and also have access to correctional data. Incidentally, one way to involve correctional practitioners is to put them on as part-time faculty members. Some of them can be unusually effective teachers; they can add a "real-life" third dimension to a subject that is too often two dimensional in presentation. Shakespeare in the classroom too often bears no resemblance to Shakespeare in the theater.

Morris found in his 1963 survey that some correctional agencies were actively trying to recruit by directly involving students in their programs. He reports some 35 correctional institutions in 19 states had some sort of internship plan for undergraduates. Ten of these were paid internships, six provided room and board. The Federal Bureau of Prisons and the California Department of Correction were notable in this regard. Had Professor

Morris included in his survey juvenile, probation and parole agencies,I am sure he would have found many more such programs. For example, I know one young man, now a probation officer in Wisconsin (and finishing his social work degree at state expense) who became interested in correctional work through a work-study arrangement between New York University and the probation department of the New York Supreme Court in Brooklyn. His involvement was developed through solid coursework plus the opportunity to work directly with an appropriately selected client sample under the field supervision of a well-trained and mature career probation officer.

In Massachusetts formal collaboration between corrections and the colleges and universities is found usually at the graduate school level. For years students of Social Work have received field experience in probation offices, court clinics, juvenile and adult correctional institutions. Similarly, trainees in Counseling Psychology and Clinical Psychology, and perhaps a few Rehabilitation Counseling trainees, have rotated through those agencies that can provide substantial professional supervision. But undergraduate contacts with correction have been limited largely to occasional field trips, occasional lectures by real live correctional workers, occasional data gathering for term papers. Although yearly a large number of Harvard undergraduates through the Phillips Brooks House volunteer program spend many hours teaching courses and assisting in recreational activities there has not been a self-conscious attempt to recruit any of them into the correctional service, even though some might be ripe for such persuasion.

In the last analysis, of course, all the collaboration in the world will be for naught unless colleges really strive to inspire and to involve their students through meaningful instruction. All will be for naught unless corrections can provide imaginative programs and related jobs which can challenge the intellectual and motivational resources of the college graduate, unless in the job he is permitted flexibility and elbow room, unless there are genuine career opportunities at higher levels open to those with know-how, not know-who, and unless there are salaries which are themselves imaginative and which dignify the efforts of correctional workers who are too often rewarded only by the word "dedication."

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V. IMPLEMENTATION OF CURRICULAR CHANGE

A Model for Development

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The question for discussion this morning is how do we go about planning and implementing a curriculum in the undergraduate college that will best meet the needs of the helping services as we have been discussing them in this conference. What do we see as the content of such a curriculum? How does it fit into the general objectives of the college or university? How and where can it be best structured? What should we look for as the academic and professional prerequisites of the faculty who will give the leadership to these programs?

Higher education in America has always been responsive to societal needs as they emerge and are identified. Our task this morning is to look at some of the ways in which colleges can most nearly meet their educational responsibilities and opportunities in the developing area of the helping services. I should like to present a model that can be developed within the general organizational scheme that may be found in most colleges today.

Bases upon which a curriculum for the helping services can be built

There are several assumptions which I believe may serve as guides in the formulation of a curricular pattern for institutions wishing to establish programs for those interested in the helping services. In the suggestions that follow, I shall draw liberally upon the "Guide for Social Welfare Content in Undergraduate Education" prepared by the Council on Social Work Education and a drafted revision of that guide.[1]

I would suggest that several assumptions underlie our discussion as we consider the implementation of undergraduate programs:

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[1] "Guide for Social Welfare Content in Undergraduate Education," New York: Council on Social Work Education, Fifth Printing, January 1967.

(1) The curriculum that we shall suggest fits generally into the objectives of liberal arts colleges and colleges of arts and sciences in universities.

(2) There should be a sequence, program, or major in social welfare which has an administrative identity, and it should be lodged departmentally within the institution's liberal arts organization.

(3) Within the program there should be provision for the academic counseling of students interested in identifying a curriculum which prepares them to move into the helping services.

(4) Qualified faculty with commitment to the major or sequence are essential to the success of the program.

The first assumption we shall make is that any curriculum planned for those interested in the helping services should be based in the liberal arts. We have generally accepted the thesis that for an intelligent understanding of social welfare in our society a student needs to have substantial basic foundation knowledge about the nature of man and of his society. If one is to come to grips with social welfare needs, services, and issues, he must be able to place these within a broad conceptual framework drawn from the basic disciplines in the social sciences--anthropology, economics, political science, psychology, and sociology and in the humanities from history, philosophy, and literature. We have said then that the essential foundation knowledge which he should have would include:

(1) content that develops a knowledge of man and insight into human behavior, both individual and group;

(2) content that develops knowledge about and understanding of society and social interaction and the nature of human experience viewed from both historical and philosophical perspectives, as well as from the points of view of the sociocultural, political, and economic environment; and

(3) content that helps to develop basic abilities in both problem-solving and in communication.

This basic foundation knowledge will be found in the departments responsible for such content and taught by the faculty identified with these disciplines. It will be up to each institution to search out the specific courses which most nearly offer the content that fulfills these objectives.

Upon this broad and carefully planned base, a social welfare program or major should be built. A student will normally move into the social welfare sequence in the junior year. The concepts and ideas to which he has been introduced in the basic disciplines can then serve as the bases upon which he will be ready to examine social welfare as a social institution and social work as a profession. Many of the concepts from the basic disciplines can be re-examined and developed in the frame of reference of social welfare.

It is in the social welfare sequence that the student should come to understand the interdependence between the culture, its social structure, the social welfare institution and to explore the kinds and origins of problems with which social welfare is concerned and the measures which have emerged in society's efforts to prevent and remedy these problems. He will then be able to see in perspective the changes that have taken place in social welfare as new kinds of needs and problems have come about. He can examine the institutional arrangements as an expression of those things which a democratic society values for its citizens and see them from the points of view of the social, cultural, political, and economic contexts in which they are found.

In this framework the student can then look at the profession of social work--at its goals, values, methods and settings. The profession can be seen in the context of the structure and function of the helping professions as well as in relation to other aspects of social organization in our society.

This introduction to the social work profession and the institutional arrangements in which it is practiced would lead into an examination of the methods which social work uses as approaches to problem-solving.

In one or more of the courses in social welfare, field experience should be used to extend and deepen the learning that takes place in the classroom.

Some colleges will wish to introduce an additional course or courses into the welfare sequence for students who plan to go immediately into employment in the helping professions upon graduation from college. Several undergraduate institutions are now experimenting in this area with courses with a more specific vocational orientation.

Administrative organization

A second major assumption which we would hold in introducing and implementing a curriculum for the helping services is that a concentration or major in social welfare should be established. This should be set up administratively within the liberal arts. Each college and university has its own institutional organization and follows its own particular pattern; we will, therefore, not propose any single location for the undergraduate program that we are discussing. Generally, one of the following four patterns exists where such concentrations or majors are developed:

(1) A departmental major with a social welfare concentration. (Most frequently these concentrations are found in sociology departments.)

(2) An interdepartmental major with a social welfare concentration. (Generally found where colleges have established divisions of social science or social studies.)

(3) A social welfare major. (A separate department of social welfare, offering a major in social welfare.)

(4) An undergraduate social welfare program under the auspices of a graduate school of social work. (In universities which have a graduate school of social work, undergraduate courses in social welfare are frequently under the auspices of the graduate school although the program is located in or related to an undergraduate department.)

As criteria to be used in determining the appropriate structural arrangements for the social welfare sequence, it has been suggested that it should be located where the following conditions exist:

(1) faculty interest and competence in the areas of social policy and social welfare, social problems, social deviation, social interaction and social resolution;

(2) faculty identification with the objectives of social welfare content in undergraduate education;

(3) faculty commitment to a social welfare concentration imbedded in a liberal arts education and to the career implications of this concentration; and

(4) faculty competence in relating the content of social welfare to foundation knowledge in the social sciences.[2]

Academic counseling

Our third assumption is that a carefully planned system of academic counseling is important to the success of this program. Relevant or required courses in a sequence or major in social welfare need to be selected from a variety of work offered by different departments.

Another function of advising would be to help students identify their own interest in the helping professions and to make available information to them about career qualifications and opportunities and about graduate professional education. One of the purposes of an undergraduate program is to provide students with an opportunity to discover their career interest in the helping services.[3]

Qualified committed faculty

A major in social welfare can be effectively built only when the faculty responsible for it brings an academic preparation that includes preparation in the social and behavioral sciences as well as in the social welfare needs, services, and issues of our society. This combination of kinds of educational background is not always easy to find. Many faculty members will bring one preparation but not the other. For example, social workers are sometimes drawn upon as part-time faculty to teach one or more of the courses in social welfare. Frequently sociologists with no specific orientation to developments in social welfare and social work are drawn into teaching courses in these areas. We are beginning to get more faculty with the dual background.

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[2] "Regional Institute on Undergraduate Social Service Education," Boulder, Colorado: Western Interstate Commission for Higher Education, June 1965, page 20.

[3] Draft Revision of "Guide" (67-9-8), page 28.

Implementation of curricular change

The curricular model which I have suggested has several advantages. One feature is the purposefulness it gives to the theoretical content in the basic disciplines, the sense which it gives to a student of the relatedness of content drawn from many areas, and the relevance of this content to a total educational program--one directed toward the helping services. Those of us who teach in the basic disciplines in the arts and sciences know that our students often find it difficult to get a sense of direction and an appreciation of the significance of their studies.

The planned content we have suggested enables a student to find direction and focus in his college work. Colleges and universities that have set up such curricula say that the students enrolled are well motivated. They have some notion about how they can bring the theoretical knowledge to which they are introduced to bear upon an understanding of the helping services in which they have a concrete interest and concern. Their curriculum avoids fragmentation which too often characterizes our undergraduate efforts. No longer does a student pick up an isolated course here and there--perhaps one in delinquency this semester, a second in social problems next, and a group work or case work course in the semester after that. (Administrators, too, will value a curricular model which builds the basic disciplines and which in its major courses does not seek to proliferate, repeat, and to tilt its offerings to the various specializations of individual faculty members.)

A second advantage in the curricular model I have suggested lies in the fact that in adopting it colleges are able to help meet the acute manpower needs in the helping services in our society. We have all heard figures quoted over and over which remind us of the fact that a major portion of the positions in the public social services and a substantial number in the private services will not be satisfactorily filled unless undergraduate education assumes a part of the task of helping to prepare workers for beginning positions in the social services.

The urgency of the task rests in the fact that a lag exists between the commitments which we in our society have made to large groups of citizens for given helping services and the appropriate educational programs necessary to prepare the staff for handling these services. It would be a tragedy in our century if these services which we most want for citizens, and for which we have committed resources to accomplish the task, should fail because we do not educate the personnel needed to carry out the programs.

Educational institutions are responsive to these manpower needs and are responding by exploring and experimenting with new educational patterns to meet the situation. The catalyst which has brought us together in this conference is the desire to enter into a discussion on the best ways in which to plan such curricular changes.

The third special advantage which I see in the curricular model I have suggested is the utilization which it makes of a wide range of strengths in an institution. The small core of carefully planned courses in social welfare utilizes all of the content of the work done in the basic disciplines.

Several factors are important in putting the kind of curriculum we are discussing into effect. I find it difficult to give priorities--each condition needs to exist if the program is to thrive.

> The faculty members who direct the program must be competent in a basic discipline (social sciences) as well as committed professionals.
>
> The department in which the program is centered must have an interest in applied as well as theoretical knowledge.
>
> The objectives of the institution must include both a concern for an understanding of man and his society and for the preparation of men to help carry on the helping services in that society.
>
> The administration must believe in and support the program and make the resources necessary for its success available.

How the University Plans for Change

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To discuss my topic today, I wish to take advantage of a report entitled Toward Unity Through Diversity recently completed at the University of New Hampshire by The University-Wide Educational Policies Committee. This report is now the subject of wide and heated discussion throughout the entire University, out of which will come both reaffirmation of many of our present policies and procedures as well as many changes. The Committee that made this study was made up of ten members of the faculty from widely diversified disciplines and areas of the University. The academic load of these individuals was reduced during the past academic year and funds were made available to the Committee last summer so that they as a group could spend a week at a remote location in a concentrated effort to jell their thinking and consolidate their findings. They wrote an initial report which was exposed to some fifteen study groups composed of students, faculty, administration and trustees, who for several months discussed the preliminary report and made recommendations. The Committee then proceeded to write the final report. In using the report as a reference, I am violating the procedure followed by the accomplished paper deliverer because these people on the Committee were not experts in curriculum development. They are just a group of ordinary run-of-the-mill teaching faculty. Which, incidently at the University of New Hampshire means that these people are scholars, and researchers, and excellent teachers as well. The individuals on the Committee are really able, well-respected members of the faculty.

If I were to attempt to summarize the report and boil it down into a sentence or two, I would say the report says this: since every experience that a student has in college has meaning to him, every activity from the cashier's window to the classroom should have relevance to the educational program. A climate should be created within the institution so that this does not have to be stated but becomes apparent through the activity itself.

The Committee in its report has devoted one chapter to the curriculum. I believe the issues raised in this chapter are those that probably will be raised by the faculties of other Universities and probably fairly represent the climate and conditions one encounters when curriculum change is suggested. The Committee suggests that the philosophy behind the curriculum at the University of New Hampshire is that the student should have exposure in breadth to the substance of a variety of disciplines and to their approaches to the acquisition of knowledge, as well as having a certain amount of knowledge in depth. In short, general education and specialization. I suspect that this combination of general education and specialization is characteristic of virtually all American higher education.

On the basis of this philosophy I would like to concern myself with a series of questions that have to be both asked and answered when one subjects the status quo to change.

1. The need for the change and does this need violate the structure of the curriculum which should reflect the basic philosophy of curriculum?

2. The number, nature and format of courses or changes to be made and who puts them together?

3. The problem of overall requirements and who determines them?

4. The experimentation [illegible] who, how and when?

Let me discuss each of these concerns in greater detail.

1. The Need for Change

Although there has been much discussion concerning advanced placement due to the improvement of high school offerings where honors programs and acceleration have had some success, I suspect that most colleges and universities are going to continue to feel that the maturity and liberality which should mark the education at the university level simply cannot be duplicated in the atmosphere of most high schools. Thus, any change which tends to eliminate or reduce the general education program must be prepared to face this road block and must be prepared to show that it contributes to this phase of the program if it appears to replace it.

I believe and agree with the Committee Report that most universities fully accept the fact that some mastery of a specific field of knowledge is an integral part of the educated man. Even though some of the purists might wish otherwise, a university education involves some career preparation and it seems clear to me that this will continue. The increases in numbers of graduate students where specialization is a requirement bears this out.

The Committee believes that universities should continue to place emphasis on both general education and specialization "but there should be maximum freedom for the properly guided student to design a program of studies that would best fit his needs as he sees them." I suspect that the trend at this point in time, at least, is for more student involvement in the election of his course of study.

2. The Number, Nature and Format of the Courses or Changes Made

Each of us is willing to accept change until it really reaches home and affects what we are doing. I believe this is the nature of man and is a condition always to be expected.

If then the basic structure of the American University is as I have indicated above, and the nature of man is to resist change that affects him directly, then the number of changes to be proposed, the nature of each change and its format become critical.

I do not believe there is any stock answer as to the best procedure to follow with respect to the number of changes to be presented. The objective to be reached by the changes must be almost singular so that when questions are raised on each change the answer relates clearly to the objective sought and can be seen clearly by the person directly affected by the change.

The nature of the change, it seems to me, must be such that it calls for involvement by the person affected. Another element that enters the picture is "who wants this anyway?" Is it the administration? This institution is not established to satisfy the needs of the business community; we are above all that. If this is true, then the format of the proposed change, no matter who originates it, must be so designed that those affected logically and naturally become a part of it. In fact, in many cases it is possible to so design the change that it becomes the effort and program of the person affected rather than that of the person or persons who may have initiated the idea in the beginning.

It is at this point that the introduction of curriculum in many cases is stymied because of the lack of effort in carefully preparing the battle plan. This is where the utmost care and thought must be used. The statement of the objective in simple terms and the development of a whole series of anticipated moves is not something that just happens. It requires a lot of time and to the person working on it does not appear to be accomplishing very much. Let me use committee work as an analogy. I think most of us realize how hard it is to get a committee to go slowly, to really decide what its objective is and to lay out a logical procedure. It is much easier to discuss the various individual elements. But the committee that spends the necessary time in the beginning is a much more effective group.

3. Overall Requirements

The determination of the requirements for graduation in most institutions rests with the faculty. In most universities, I would assume that the college faculties establish the requirements through some type of organization. This is a faculty perogative and must be realized as such.

It must be realized by anyone who proposes a change in the curriculum that established requirements for graduation are really by-laws and that a change in by-laws must meet the approval of the membership. These requirements, also, are the result of many long years of debate between the purists, the specialists, and the applied; whatever balance has been reached up to this point in time has become important to each faculty member, who, because of the very nature of man, sees the problem first from his own particular disciplinary background.

4. Implementation

If my observations up to this point have any validity, how does change in the curriculum take place. How is it introduced, who does it, and when?

If it is our assumption, and it is mine, that the basic philosophy of the American University is a balance of general education and specialization, then anyone who wishes to introduce changes in the curriculum must realize this basic philosophy.

I have the feeling that the various disciplines that make up the general education segment of the American Education have not really observed that the accumulation of knowledge, the passage of time and the increase in population have made real changes in their disciplines, perhaps changes that are just as great as those in the areas of specialization. The Social Sciences, Sociology, and Political Science are first-rate examples. I think both groups are beginning to understand that education is truly a part of society.

I believe strongly that those who founded this country of ours fully understood this and also from the very beginning realized the importance of the individual. The elements of the early community were the family, the church and the school. We made sure that each child had the opportunity to use his talents by erecting the public elementary school. We even made this mandatory, not for the sake of compulsion, but because, I am sure, we believed that a free country could be established through the sum total of the expression of each individual's talents. The public secondary school was then established to further develop the talents of the individual. This was then followed by the "Land Grant" or State University, with all of its service functions, and now the individual is still recognized through the establishment of Continuing Education programs. All of this says to me that education is not something that is set apart from society, something behind ivy-covered walls, but is and really always has been in this country an integral part of society itself and that we do not have to apologize for it.

I think this is being understood by both the purists and specialists. In spite of all of this, change is still, I believe, against the nature of man. To introduce change in the university or college curriculum, I think the following questions have to be answered for the individual and for the faculty member, who eventually will make the decision. Does this change fit the basic philosophy of the American University? Does it provide me with the opportunity through my discipline to make my contribution to society along with others in other disciplines? Can I be sure that this is not just being established to satisfy the whim of some individual or group?

Implementation procedures may, of necessity, have to be different in different institutions, but I am sure that certain elements have to be present. The objective has to be clear and simple. Time and care should be taken in the format of the proposal so that the individual or individuals to be affected are and have been involved in the effort, and that those who are not affected directly understand the total impact.

Introduction and Implementation of Curricular Change in a Small College

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The development of curriculum under any circumstances is a major effort, and to introduce change into a program which has been developed over a period of years is far from an easy task. Indeed, if it is to be done effectively and completely acceptable to the faculty of an institution, one has to look at the many courses of action available and apply the one which seems most applicable to the institutional clientele. Obviously, the method to introduce change for one institution may not be the right one for another.

It would seem that one has to examine closely the character of the College before one can decide upon the best approach. The experiences and educational background of the faculty, the personality of the leadership, the academic structure of the college and the leadership strength of the departmental or divisional chairmen should be considered. Having this knowledge about those with whom the planning will take place should be of great aid in considering the planning for the introduction of curricular change.

In my remarks this morning I would like to share with you the experiences of a small developing college, Curry College in Massachusetts, which decided a year ago to plan major changes in its curriculum, and briefly examine some of the points which were learned from this experience. Perhaps the approach used and the planning is quite different from what it would be in another institution, but it seemed to be the most effective way for this particular college and its faculty.

Needless to say, this was not an easy task, for the vested interests of the faculty appeared to be quite strong, and there was bound to be resistance to an administration which came to the college only a few months earlier with hardly enough time to become well acquainted with the faculty. How to place the faculty in a receptive mood for curricular changes seemed to be our major problem and our planning had to be directed toward this first.

Briefly, what are some of the major lessons learned from an experience of redesigning and radically changing the curriculum in a small college? Perhaps there are suggestions here which may be appropriate for other colleges facing revisions in their programs.

1. First, try to get a sizeable faculty group interested on a voluntary basis.

   We learned quite early that not all of the faculty were interested in rethinking the curriculum and that much resistance might be expected. The first real problem was to find the volunteers and ferret out those who had the interest and desire to discuss radical changes with the Committee on Curriculum and the administrative staff. The plan that was adopted turned out to be rather effective, although it was perhaps far from a conventional approach to seeking volunteers. The Committee on Curriculum sent a memo in late August to all faculty members which only raised questions and did not give answers, and comments were limited except for the introductory portion of the letter. The faculty was requested to be prepared to discuss these questions during the curriculum meetings scheduled in the orientation program for them. The real purpose of this memo was to stimulate interest in curriculum development and the involvement of as many faculty as possible. There was an awareness among the committee members that the success of making changes would depend upon the degree to which the staff, faculty, and students were involved, and that the desirable changes would be effective and acceptable only if all concerned were genuinely interested.

   I shall not attempt to list all of the questions which appeared in this memo, but the following seemed to create the most interest and were later the basis for extended discussions:

   a. Are you satisfied with the present aims and objectives of the College as now stated in the catalogue?

   b. Do you feel that these should be re-defined and clarified?

   c. As you examine these objectives, what do you think about the quality, significance, and relevance of the present curriculum?

d. Should we seek such changes as a reduction in the proliferation of courses, course structure, a breakdown of the narrow departmentalism, and greater depth in our entire program?

e. Are the present core requirements of the lower division much too restrictive and inflexible?

f. Are we offering too many majors for a college of seven hundred students? If so, which might be eliminated?

g. Are the present courses and structure woven together in a meaningful pattern?

h. As we examine the curriculum of the college are we educating our students for life in all of its manifestations, or are we offering only a series of courses which seem almost unrelated?

Some of the questions were directed more specifically toward certain disciplines and departments:

a. Should we continue the present requirement of two years of a foreign language for all students?

b. American History is now required of all students to satisfy the Social Science core. Should this be continued, or should it become more flexible to allow students Social Science choices?

c. Should all entering Freshmen be required to take the Freshmen English course as constituted?

The vested interest of individual faculty members and departmental chairmen became evident almost immediately, for this approach stimulated the exchange of much correspondence between the Chairman of the Curriculum Committee and the faculty well before the faculty was to assemble for discussions during the orientation period. But the memo also served its major purpose, for volunteers came forth quite quickly, asking to share in these initial discussions. In some cases they may have had a protective interest in their own areas, but most of them seemed to have a genuine interest in participating in discussions and continued working with the Committee on Curriculum throughout the year.

2. Hold free discussions without making decisions.

In our case, we found it most desirable to hold frequent discussions, sometimes with the entire faculty, but in most cases with anyone who wished to attend the meetings of the Curriculum Committee, during which time topics were generalized without decisions. New ideas seemed to come forth quite readily, which was most stimulating to the Committee. Those who participated seemed to enjoy it and we sensed that the faculty now felt that they had a part in the academic management of the College.

Such discussions should have some structure, but we learned that an agenda should be quite limited, hoping that participants were there only to exchange ideas. The Chairman wanted, more than anything else, to give the faculty a chance to speak freely, without criticism, on the principles of learning and the programs needed which would best help the students.

It is through such meetings that one becomes aware that a small liberal arts college is truly a community of scholars who, given the opportunity, are willing to sit around and discuss the values of the total educational program and try to give it meaning. Whereas departmental meetings are often too concerned with quantity in education, the faculty, through such free discussions, seemed to be more concerned with quality.

The vested interests of individual faculty members will always be in evidence, and at times may somewhat dictate the discussion, but for the most part such interests should give way to the more meaningful and enthusiastic approaches to the total program that meet the goals of the College.

As we look back upon the early free discussions, we now feel that too often some of the ideas presented were rejected without adequate discussion,' and this became discouraging to the faculty members who presented them. A lesson was learned that there should be no rejection of anything presented and all ideas should be thoroughly discussed and catalogued for possible use at subsequent meetings of the Committee or the faculty as a body. There is bound to be some dissent; a group of fifteen or twenty faculty members cannot always have a complete meeting of the minds. The ideas that the faculty agrees upon should of course be used as the basis for the final program planning.

3. Analyze the present curriculum.

With fresh ideas in mind as a result of the open and free discussions, our next step was to analyze the present curriculum of the College. Some may argue that this should have been done before talking about new ideas and possible changes in the curriculum, but our feeling was that after having an opportunity to discuss new approaches the faculty would be more receptive to re-evaluating the present program. We still think we were right.

There were some faculty who felt that our present programs were adequate, and therefore saw no need for change, while others, who appeared to be overstimulated from the free discussions, wanted almost complete change and became almost impatient about it. Here again, the Committee believed that this was not the time to make decisions about what changes should be adopted and tried to confine the discussions simply to an analysis of the present curriculum, but kept a record of those ideas upon which there was agreement for possible adoption in the final plans.

Here, too, the Committee saw for the first time what later turned out to be somewhat of an obstacle to the smooth development of some changes which were to be made, and I mention this as a caution to be guarded against if at all possible. The Curricular Committee, composed of seven members, represented faculty who were relatively new to the College and who had no more than two years of service in the institution, although all had previous teaching experience. They were selected because of their backgrounds, enthusiasm and dedication to the College, and because of their voluntary interest in curriculum development. When older faculty members--older from the point of view of service in the College--seemed satisfied with the present programs and were almost unwilling to talk about changes, some members of the Committee showed little tolerance. At some points there was almost a wall being built between the young and the old, and it was only through the strong leadership of the Chairman of the Committee and frequent individual meetings with the dissident people that the way was paved for continued discussions on a smoother level.

When the present curriculum is being analyzed, it is important to have a well structured agenda, for otherwise the discussion will move too rapidly from one area to another without the opportunity for a real critical approach. Adequate time must be given to each topic on the agenda, and all who desire should have an opportunity to comment, whether pro or con. If someone feels that his particular course is sacred, this is not the time to try to change him, nor to allow others who feel less strongly to criticize him for his stand. The opinions of everyone involved should be encouraged, and those who give ideas and opinions should be made to feel that they are making real contributions toward the final planning. This discussion is also the time to raise specific questions that might direct the evaluation of the present program and encourage greater exchange of ideas among the participants.

It is important to give the entire faculty a thorough report of the discussions, and to emphasize that no decisions for change of curriculum have yet been made. The report should be written in such a way as to invite comment and opinions from those who were not in attendance at the meeting of the Committee, and to stress that the final decisions can be made only after considering the ideas of everyone concerned.

4. Keep the entire faculty informed.

While the discussions and planning on curricular change involves, for the most part, only the members of the Curriculum Committee and the volunteers who continue to serve, it is important that frequent and periodic reports be given to the faculty. Such reports should be written and planned with the hope that the feeding of this information will encourage informal discussion among the faculty and students, and that there will be a feed back of ideas from the faculty to the Committee. The faculty should be constantly reminded that they have the responsibility for developing the academic programs of the College and that the Committee is to serve as their spokesman.

During the initial discussion of possible curricular changes there may be specific information or ideas which might be useful to the Chairmen of the departments or divisions. It is just as important to pass these suggestions on to them for a basis for discussion in departmental meetings and subsequent feed back to the Curriculum Committee.

The Committee also wrestled with the problem of whether it would be wise to give an oral report of their discussions in the early stages at the regular meeting of the faculty, at which time comment would be invited. The conclusion drawn was that reports might be given, but in the early stages of curricular planning it may be unwise to invite reaction from the floor of a faculty meeting. It seemed much wiser to withhold this until such time as definite proposals are prepared for action by the faculty as a body.

5. Meet with entire departments.

During the early stages of planning, when ideas are being collected, the Committee learned that it was wise to meet with all members of a department for an exchange of discussion. In most cases this opportunity was greatly appreciated by departmental members, for they felt that such an experience was broadening for the entire department. Perhaps in such a procedure the Curriculum Committee almost becomes a hearing committee, but again, in these early discussions, the purpose should be to ferret out ideas and not to draw any real conclusions.

These meetings appeared to give the departments some good ideas for internal discussions at their own departmental meetings, and more often than not suggestions were returned to the Curriculum Committee which became quite valuable later on in drawing up final plans.

In meetings with the departments, effort should be made to examine all of the creative ideas which are presented and to identify the areas of agreement which can be used in the master plan to later present to the faculty. It is always wise to avoid long debates on lost causes, for this can only contribute to less enthusiasm for change and the possibility of an unwillingness to give additional thought to moving from the present program.

As the meetings with the departments are arranged, it is wise to look at the personality and leadership of the departmental chairmen, which may have bearing on the tack to be used in the informal discussions. In our case, we found some chairmen who were quite dictatorial and seemed to have little rapport with the other members of the department. Departmental meetings were infrequent and when they were held there was little opportunity for discussion. In those cases the Committee used a different procedure and sent a memo to all members of the department indicating the things which were to be discussed with the Committee on Curriculum. They found that in doing this it seemed to promote discussion among the department members and many times they appeared to have greater enthusiasm for the opportunity to meet with the Curriculum Committee and share ideas.

6. Don't forget the students.

I would assume that there is always the question as to how involved the students should become in the development of curriculum or in considering changes. There are arguments for and against student participation and perhaps it can best be answered by saying that it depends to a great extent on the institution and the type of student body. Others may say that students are not experienced and will not have the mature judgment to contribute a great deal. If students are going to participate, how will they be selected? Who will make the selection?

Since Curry is a small college, where there is a good relationship between the faculty and students, the Committee on Curriculum decided that at least in a small way students should have some involvement. The President of the Student Council was asked to select five students who would meet with the Committee on call. These students received the same reports which were given to the faculty and were expected to share them with their fellow students in so far as possible. Unfortunately, communication seldom went beyond the Student Senate itself and what little information filted out to the students in general seemed to create rumors and apprehensions. Occasionally, small groups of students would get together and discuss this with the result that they would send reactions to the Committee on Curriculum. Even the students who attended the meetings seemed to have little to offer until it came to something specific, such as the core course requirements, or what might be required for a major. I should add that the greatest reaction came from the question of the foreign language requirement, for they hoped to see this eliminated as rapidly as possible.

Even though we may not expect a great deal of student participation in the discussions, we found that it is important to keep them informed. The students seemed to appreciate having an opportunity to help in the development, and perhaps their real active participation came from discussing changes with individual faculty members. Indirectly, their ideas filtered back to the Committee. Since we should consider all of the constituents of the college in the development of curricular changes, the students cannot be overlooked.

7. Have patience.

As I mentioned earlier, our discussions concerning possible changes in the curriculum began more than a year ago. Although much time has passed, we are still in the idea stage and the Committee continues to meet weekly looking for possible solutions. In some cases, they have reached conclusions as to the reforms which will take place and have presented them to the faculty for adoption.

Too often some of the faculty appear to be impatient and can be critical of a Curriculum Committee which does not move rapidly. On the other hand, the Committee felt that at times the faculty moved too slowly and could not reach decisions on proposed changes which were to be referred to the Curriculum Committee.

We have learned that one must have patience in seeking curricular change and that new proposals should not be acted upon too rapidly. There should be enough time for the entire faculty to study them, for faculty committees to review them thoroughly, and enough time so that the pros and cons of change can be fully debated. It is doubtful that an entire faculty will have a meeting of the minds on proposed changes, but certainly one would hope that a majority would accept such changes with enthusiasm.

As we review the past year we are convinced that we were wise to spend as much time as we did on curricular reform, for the staff and faculty now seem to be aware that changes must always be considered to keep pace with the educational society. Perhaps we have not yet found exactly what our type of institution should have for its programs, but the frequent discussions and the review of possible changes seem to have excited the faculty to a point where they enjoy the challenge of seeking the right kind of curricular innovations.

VI. SUMMARY AND RECOMMENDATIONS

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The conference on the helping services produced a variety of viewpoints and philosophical positions, but on one point there was unanimous agreement--a serious manpower shortage exists which constitutes a critical challenge. Approximately ten thousand workers a month are currently needed. As our population grows and as more people need assistance from the helping services, these figures will most likely be revised upwards. Many inexorable forces are at work which contribute to and complicate the present situation. These forces cover a broad range, including such diverse aspects as the population explosion, the knowledge explosion, the fact that we are now an affluent society and are in a better position to afford such services, the fact that we are now an affluent society and are in a better position to afford such services, the fact that the problems of the city (housing, poverty, civil rights, drug addiction, etc.) are demanding attention, and the fact that all these pressures combined are leading to new patterns of health, education, and welfare.

The conference participants and resource persons also seemed to agree on two other crucial matters, namely, that our restless youths could have a wonderful opportunity for altruistic endeavor through work in the helping services, and that the liberal arts college at the undergraduate level could play a vital role in the education and training of helping service personnel.

There was a general recognition that the rebellious behavior of the adolescent could be converted into constructive channels of service. The quick and healthy response to Peace Corps activities, the active participation in Civil Rights and other humanitarian causes serve as indices of youth's willingness for meaningful roles in life. It was pointed out that not only was it desirable, but absolutely necessary to have dedicated trained youth in the ranks of the helping services. Quite significantly, it was stressed that by 1970, one out of ten high school graduates would be needed to help people who are in trouble, and that the vast majority of the work will have to be done by people with less than professional education. It was further urged that time is of the essence, and that the earlier we get our youth involved, the better off we shall be to meet this colossal task. Finally, it was emphasized that young people bring a variety of positive motivations to college, but whether or not these motivations are enhanced depends a great deal upon what they see when they get there.

Although there seemed to be consensus regarding the importance of the undergraduate liberal arts college as a vehicle for producing recruits into the helping services, there were wide differences as to how this goal should be accomplished. Some felt that there should be substantial reorganization of the liberal arts curriculum, while another point of view suggested that the liberal arts curriculum need not be tampered with at all. The latter position reflected the fear that "rocking the boat" might lead to two major consequences: dilution of the curriculum and the stiffening of faculty resistance to the whole idea.

As for curriculum reorganization, there was a strong plea for an interdisciplinary program which would directly involve the social and physical sciences, especially political science, economics, sociology, psychology and anthropology, as well as biology, chemistry, and physics. Through this involvement the curriculum would breathe a new and dynamic orientation with the central theme of conservation of human life and resources. Thus all students regardless of major would be exposed to a process that could stimulate their interest in the helping services, and at the same time provide a real basis for an integrated view of man.

The participants reacted to this idea of curricular change with both support and opposition. The reaction from the resource person was significant because it represented a different kind of bias. The reactor indicated that such an approach challenged the liberal arts tradition in a restrictive rather than a broadened sense. He questioned whether it was wise to have a surface consideration of complex biological and social systems which is about all a helping service curriculum could do. He contended that highly trained professional graduates were necessary to probe in depth the various biological and social systems. There was a further assertion that the proposed curricular reorganization placed too much emphasis on the liberal arts being basically problem solving, and that this constituted a radical restructuring which would generate the educational system's typical resistance to innovation.

Reports were offered that described specific programs at the undergraduate level in liberal arts. The underlying theme of these reports seemed to be that undergraduates have different levels of competence and could be trained for different levels of performance. One reporter stressed that even if there were no manpower shortage, many jobs in social welfare could best be filled by individuals at less than the master's degree level. This fact was offered as a justification for the need to strengthen undergraduate education.

It was pointed out that there is tremendous ferment and experimentation on the helping services going on all over the country. The variety of programs reflects appropriate training for differential utilization of skills. Junior colleges are increasingly preparing students for the helping services, especially in terminal positions at certain levels. One new development consists of educational programs outside of the existing formal educational institutions. It was warned that we will not get people to operate in semi-technical positions unless new programs are developed in undergraduate colleges.

In one college program described, the number of hours required for graduation was raised from 126 hours to 134 hours. To participate in this program, students in their freshman year had to know whether they wished to enter the helping services. The additional hours permitted the introduction of courses which were technically oriented. Every senior taking a social welfare major was tied into a work study program.

Another special designed program adopted a pragmatic approach, namely how to satisfy the agencies' need for manpower. A Vocational Rehabilitation Administration training grant helped to establish this program to train for work in the rehabilitation services. The aim of this specialized program was not to make accomplished workers but to give students broad exposure to the field. Students have been acquainted with disability, working with disability, and if desired can prepare for graduate school

A panel on field placement stressed field work as a necessary student experience. One program was described that offers field experience under supervision for academic credit. The rationale behind this field experience appeared to be that it was a good way to enrich the student's academic experience: to develop his knowledge of man in society, to broaden his experience base by exposing him to cultural differences, and to provide him with opportunities for growth not found in the classroom.

A practitioner suggested that it is necessary to regard the field experience from the agency's point of view as well as from that of the student. It should be an experience that introduces him to the practice of his profession. The agency should not consider the student interns a means of getting work done. If tasks are offered which are important to the learning experience, then the college supervisor's concern that the student's field experience be a part of his growth and development would be satisfied.

Another practitioner suggested that field experience helps to cement a working partnership between the agency and the university that might educate and motive the student toward the helping profession. He suggested that much manpower is lost because the educational institutions expose the student to too few real experiences.

An educator who is also a specialist in the correctional field called for innovation and innovative placement in working with the public offender. There must be closer collaboration between the university and the correctional institutions, since the university can be a ready source of individuals who can be quickly trained for sub-professional and professional positions in corrections.

There was general recognition that the introduction and implementation of curriculum change is not easy. Frequently a lag exists between the commitment that society has given to help people and the willingness of colleges to develop training to meet that need. One educator, however, asserted that higher education is always responsive to needs. Her own institution had established a social welfare major that fits neatly into the liberal arts program. The program is undergirded by a counseling service that helps students to move into this area and by a qualified faculty with commitment.

A resource person, in giving some important philosophical considerations that underlie the helping services, suggested that the helping process was one of socially engineered intervention. He felt that the concept of help was too close to the medical model and that it needed a broader base in the unique aspects of human development. Although the patterns of undergraduate preparation will vary, it was his contention that curriculum would have to center around the study of four basic systems: 1) personality, 2) group, 3) organizational, and 4) community.

Two resource persons concentrated on a discussion of the process of introducing change and the faculty's role in this process. One of them felt that before there is implementation of change, there must be answers to the following:

1. Does change meet the philosophy of the university?
2. Does it provide faculty an opportunity to contribute?
3. Does it make a contribution to society or does it meet the whim of one man or group?

The other resource person addressed himself to the question of stimulating interest in change. The character of the college, the experiences, and strength of the faculty should all be significant. Strategies for change must be developed but the faculty must be interested on a voluntary basis. Not only faculty but students must be involved in planning for change. Resistance to change must be worked through, which calls for patience since the process of change may be a slow one.

The panel on the helping services in government agencies discussed their concern for the manpower shortage in the helping services, and the government's role in alleviating this situation. The panelists pointed out that demand for more services for more people will increase. Such statistics as 220,000 helping service personnel needed in hospitals, 20,000 in child welfare, 95,000 in public assistance and 12,000 in rehabilitation were reported. Through legislative assistance, government agencies provide grants for teaching, training, and experimentation. A key factor in this whole process is the responsibility that government agencies have in capitalizing upon the ferment now occurring in college. An increasing number of young people in college are seeking outlets through service to people. Another important recruiting source are married women who return to college after a lapse of many years. Government agencies are instrumental in making opportunities known to college students. Teaching aids developed by government agencies for universities help not only in exposing college students to available opportunities but also serve as excellent curriculum material.

RECOMMENDATIONS

Many provocative issues were raised during the two-day deliberation. Behind it all was a sense of urgency for setting a pattern for the future whereby we can begin to resolve the problems of serious manpower shortages in the helping services. It was generally agreed that the crux for any problem solutions resolved around successful cooperative efforts between helping service agencies, the government agencies, and the universities. It is in this context that the following recommendations are offered. These recommendations reflect the perceptions of only one person, namely the writer of this report. It should be obvious that the recommendations do not guarantee a panacea but are merely suggestive of the steps that can be taken to meet this crisis situation. If the opportunity to record the shared thinking of all the participants were more readily available, the recommendations would have been greater in number, perhaps also more creative and more pertinent.

It is recommended that -

1. A continuing dialogue be established between the universities and the helping agencies. This dialogue is necessary to correct misconceptions, to minimize resistance, to encourage greater understanding of community needs, bureaucratic forces in university settings which retard change, etc., and to ensure cooperative effort.

2. The development of faculty and student conscience groups should be encouraged. The purpose of these groups would be to gain recognition that colleges and universities have an obligation to meet critical community needs and to explore ways that educational institutions of higher learning can fulfill their obligations.

3. The helping service agencies and the government agencies should keep the placement officers in higher educational institutions fully informed about the kinds of jobs that can be obtained without a master's degree and what growth opportunities these jobs provide. The placement officer can be a key figure because students come to his office seeking employment.

4. The Department of Health, Education, and Welfare make available to colleges and universities coordinators who would work with the colleges to help them capitalize upon their strengths in

faculty, curriculum, etc. Such an individual would not only assist the educational institutions in recognizing their potential, but also in maximizing it.

5. Higher educational institutions should be encouraged by governmental agencies to take full advantage of the assistance that can be secured from them in furthering academic programs in the helping service. This assistance can range from the simple providing of teaching aids and other curriculum material, the utilization of government personnel as resource persons to assistance necessary to secure a training grant, or a grant for a research and demonstration project.

6. Greater advantage should be taken of the work-study program now being funded under grants from the Office of Economic Opportunity. This program has been very helpful in providing much needed financial assistance to the students and in providing essential manpower to helping service agencies. However, the potential in this area has hardly been tapped.

7. Wherever feasible, higher educations should consider the adoption of a cooperative education program either as a basic method of academic operation or as an alternative method. An increasing number of universities in the country are converting to the cooperative education plan. A number of universities have introduced the cooperative education plan as an additional alternative method in certain selected academic programs. In either case the cooperative education plan with its alternation of work and study has introduced many students to the helping services as a career.

8. Development of programs to train for the helping services should be varied and flexible.

    a. Special programs or courses do not necessarily have to be designed to encourage students to seek careers in the helping services. There is a place in the strictly liberal arts college where students can become interested in entering the helping services.

    b. Junior colleges and community colleges could play a vital role in preparing students for the helping services.

c. Educational programs to prepare students to enter the helping services should not be restricted to liberal arts programs. Other basic colleges may conceivably play an important role either in acquainting the student or preparing him for the helping services.

d. The use of continuing education programs on a non-credit basis to train people for the helping services should be encouraged. Continuing education programs have been funded under the Manpower Development Training Act to prepare people to enter the helping services. These programs have been generally very successful in reaching their goals, but the potential inherent in this process has hardly been recognized.

e. Educational institutions outside the formal educational structure should be encouraged to develop training programs. A start has already been made in this direction through such educational agencies as the Job Corps. The results have been encouraging and it seems to be a most appropriate way of reaching the culturally disadvantaged.

9. The National Defense Educational Assistance Act should be amended to allow debt liquidation privileges to students entering into the helping services with critical manpower shortages, similar to those allowed to students entering into the teaching of disadvantaged or handicapped. Under these provisions a student may liquidate his entire loan by remaining in a helping service job at least seven years.

10. Greater use should be made of interveners or intervention on behalf of the student wishing to enter the helping profession. A paradox frequently exists where jobs are available, but qualified people for one reason or another cannot get these jobs. Interveners would be people of sufficient influence who could break the barriers to job placement and thus provide an accessible channel for bringing agency and student together.

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